

Longman

Language
*Activator*TM
Workbook

Susan Maingay and
Chris Tribble

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সব ধরনের ই-বুক ডাউনলোডের জন্য

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INTRODUCTION

The Longman Language Activator.

The Longman Language Activator is a dictionary for learners of English. Like all Longman dictionaries, it has been written with the needs of the user very much in mind. But it is a dictionary with a difference. It offers you much more than a traditional dictionary in two important ways:

- i) It is a "production" dictionary. That is, it actively helps you to *write* and to *speak* English – not just to understand it. The Activator not only gives you the meanings of words, it also shows you how to choose the exact word or phrase you need from all the different possibilities. Then it shows you how to use them correctly. (Units 1 and 2 tell you more about this.)
- ii) It helps you at just that moment when most dictionaries let you down – when you know what you want to say but you cannot find the words you need to say it! The Activator's unique approach takes you very quickly from your first idea to the words you need to express it.

What will you find in the Activator?

A list of words in alphabetical order.

Like other dictionaries, the Activator is based on a list of words arranged in alphabetical order. If you are interested in how to use a particular word, you can look it up in the usual way. You will find it in its usual alphabetical position.

Let us imagine that you have read the sentence:

A hostile army had taken control of the capital.

You want to know more about the word **hostile**. You look it up in the Activator and find it in its usual position, between **hostage** and **hostility**.

However, the entry does not give you the meaning of **hostile**, as in an ordinary dictionary, but suggests four strong ideas related to the meaning of hostile. We call the names for these ideas 'Key Words'.

For **hostile** they are: AGAINST/OPPOSE
DIFFICULT
ENEMY
UNFRIENDLY

host	PARTY 4, PRESENT/INTRODUCE A SHOW 1, 2
host: a host of	LOT/A LARGE NUMBER OR AMOUNT 2
host/hostess	PARTY 5
hostage	KEEP SB IN A PLACE 4
hostile	AGAINST/OPPOSE 1, DIFFICULT 9, ENEMY 2, UNFRIENDLY 1
hostility	AGAINST/OPPOSE 3
hot	HOT 1, 2, 5, 8, HOT TASTE 1
hot: be hot off the press	NEW 3
hot: burning hot	HOT 1
hot: get hot/warm/hotter/warmer	HOT 11
hot cakes: be selling like hot cakes	SELL 15
hot potato: be a hot potato	DIFFICULT 5

The sentence you are interested in is about an army, so the Key Word you would probably want to look at in this case is ENEMY.

(The number in dark type after it tells you to look at section 2. We will find out more about the sections of Key Words in a moment.)

When you look up the Key Word ENEMY in the alphabetical word list, you

will find a long entry giving you all the words related to the idea ENEMY. At section 2 you will see the explanation of the word **hostile**.



Make sure you read the word list carefully as sometimes the word or expression you are looking up will be part of a phrase that is explained at a different Key Word from the one you might expect.

For example, you have read the sentence:

She spent ages dressing for the interview, as she was keen to make a good impression.

You want to know more about the meaning of **make a good impression**. You look up **impression** in the word list and find:

impressed: be impressed IMPRESS 3
impression SEEM 7
impression: be under the impression THINK SO/NOT BE SURE 1
impression: do an impression IMITATE 6
impression: get/have the impression THINK SO/NOT BE SURE 1
impression: give the impression SEEM 1, SHOW/BE A SIGN OF 3
impression: make a good impression IMPRESS 1
impression: make an impression IMPRESS 1
impression/imprint MARK 6
impressionable PERSUADE 10
impressionistic EXACT 9
impressive GOOD/EXCELLENT 4, IMPRESS 4

There is an entry for **impression** at SEEM 7, but there are also seven other entries in which **impression** appears.

do an impression is at the Key Word IMITATE 6, **get/have the impression** is at THINK SO/NOT BE SURE 1, and so on.

It is always worth spending a few moments looking down the alphabetical word list for the phrase you need!

In this case, to find out more about **make a good impression**, you will need the Key Word IMPRESS, section 1 reproduced on the opposite page.

ENEMY

someone who you are fighting against in a war

- 1 an enemy
- 2 used by or working for the enemy

1 an enemy
 enemy
 the enemy

foe
 adversary

enemy /'enəmi/ [n C]

Even though these soldiers were our enemies, I couldn't help feeling sorry for them. | **common enemy** (=a shared enemy) *Britain and France decided to unite and fight against their common enemy.*

the enemy /ði 'enəmi/ the country or group of people you are fighting against in a war [n singular with singular or plural verb in British English]

How did the enemy get hold of this information? | *Anyone found guilty of helping the enemy was sentenced to death by firing squad.*

foe /fəʊ/ a formal or literary word meaning a person or country that wants to attack and defeat you or your country [n C]

Spain was once England's greatest foe. | *Have courage friends, and with God's help we shall defeat our foes.* | *As we approached the camp a guard called out: "Who goes there - friend or foe?"*

adversary /'ædvə'səri || -səri/ a formal or literary word meaning a country or person that you are fighting against, or that has strongly different aims and beliefs from yours, and is therefore always a possible enemy [n C]

The peace talks proved that even great adversaries were capable of cooperation. | *It became clear in April 1945 that the USSR was no longer an ally of the US but an adversary.* | *Symes grabbed his adversary by the throat and wrestled him to the ground.*

2 used by or working for the enemy
 enemy
 hostile

enemy /'enəmi/ [adj only before noun]

They heard the sound of enemy aircraft above and ran to the shelters. | *He had died in a surprise attack by enemy troops.* | *Enemy gunfire blasted the building.*

hostile /'hɒstəl || 'hɑ:stl, 'hɑ:stail/ belonging to a country that wants to attack and defeat your country, and is therefore dangerous [adj only before noun]

Hostile forces have taken control of cities in the north of the country. | *The reporter stayed for six months in hostile territory, reporting on the war.*

1 to impress someone

impress**make an impression****make a good impression****come across well/****come over well**

impress /'ɪmpres/ to make someone notice something good about you so that they admire you [v T *not in progressive*]

impress sb *None of the people I've interviewed so far have impressed me. | What impressed the judges was the originality of the dancers' performance. | As a politician Evans had the ability to impress people and influence events. | impress sb with* The young cancer patient has impressed doctors with his courage and determination.

make an impression /,meɪk ən ɪm'preʃən/ to make someone admire you the first time they see you, so that they think of you favourably [v phrase]

There were some moderately interesting speakers but nobody really made an impression. | I think I made quite an impression – they were very interested in my computer experience. | make an impression on The football players were trying to make an impression on the national coach.

make a good impression /meɪk ə ,ɡʊd ɪm'preʃən/ to make someone admire or like you the first time they see you, for example by dressing or behaving well [v phrase] *Everyone was dressed in their best clothes, eager to make a good impression. | I want to make a good impression when I meet my boyfriend's parents.*

come across well/come over well /,kʌm əkrɒs 'wel, ,kʌm əʊvə' - || -əkrɒs:-/ if a person, speech, performance etc comes across well or comes over well, the people who are watching and listening remain interested and it impresses them [v phrase]

It was her first time on TV, but she came across very well. | The presentation came over well, so all that time we spent was worth it.

Now study the words from **host** to **hot potato** again.


host PARTY 4, PRESENT/INTRODUCE A SHOW 1, 2
host: a host of LOT/A LARGE NUMBER OR AMOUNT 2
host/hostess PARTY 5
hostage KEEP SB IN A PLACE 4
hostile AGAINST/OPOSE 1, DIFFICULT 9, ENEMY 2
 UNFRIENDLY 1
hostility AGAINST/OPOSE 3
hot HOT 1, 2, 5, 8, HOT TASTE 1
hot: be hot off the press NEW 3
hot: burning hot HOT 1
hot: get hot/warm/hotter/warmer HOT 11
hot cakes: be selling like hot cakes SELL 15
hot potato: be a hot potato DIFFICULT 5

1. Where in the dictionary will you look for the meanings of the words in italic type in the sentences below? Write the Key Word and the section number in the space provided. (The first one has been done for you as an example.)

- a. He was the popular *host* of a TV quiz show in the 1980's. **PRESENT/INTRODUCE A SHOW 1,2**
- b. The food came with a *hot* chilli sauce.
- c. My new colleagues were not very welcoming – almost *hostile* towards me.
- d. The first settlers to America had to contend with a *hostile* environment.
- e. We thanked the *host* and *hostess* and went home.
- f. A few foreigners are still being held *hostage* in Beirut.
- g. The President would like you to handle this personally, as the issue is something of a *hot potato*.
- h. I've managed to get hold of a copy of Andrew Morton's latest book, *hot off the press*.
- i. The new car boasts a *host of* innovative features.
- j. People who live near the site of the proposed airport are understandably *hostile* towards the scheme.



The answers to this exercise are in the Answer Key at the back of the Workbook.

(For the rest of the exercises in the book we have just put the symbol  to remind you to look in the Answer Key.)

We have now seen how you can find the information you need about a specific word by using the Activator's alphabetical word list.

However, when you are using a foreign language there are many situations when you know exactly what you want to say, but you don't know how to say it. In these situations, the Activator will lead you to precisely the right word, starting from your own word knowledge.

Maps and Menus

Let us look in detail at how the Activator will help you when you do not know the exact word you need to use.

It allows you to start from a very general idea or word and gradually leads you to the precise word you need through carefully planned 'Access Maps', 'Meaning Menus' and 'Menus of words and phrases'.

For example, you are in a hotel room in which the air-conditioning has broken down. You need a word meaning 'very hot and uncomfortable'.

It's in here!

You decide to look up **hot** in the Activator.

When you find it you will see an 'Access Map':



● Access Maps

Access Maps help you to choose between a number of quite different meanings or ideas which may be expressed by the same word in English. For example, this one for HOT offers you two different ideas or Key Words, HOT – covering all the words relating to the idea 'hot in temperature', and HOT TASTE – covering all the words relating to the idea 'have a hot taste'.



(Notice that not every word you look up will have an Access Map – only the ones which have several main ideas.)

Which Key Word will you look up to find the word that is stronger than 'hot' meaning 'very hot and uncomfortable', HOT or HOT TASTE?

You decide to look at the Key Word HOT. There you will find a 'Meaning Menu'.

hot HOT 1, 2, 5, 8, HOT TASTE 1
 hot: be hot off the press NEW 3
 hot: burning hot HOT 1
 hot: get hot/warm/hotter/warmer HOT 11
 hot cakes: be selling like hot cakes SELL 15
 hot potato: be a hot potato DIFFICULT 5

hot

which meaning?

hot in temperature

→ ● **HOT**



have a hot taste

→ ● **HOT TASTE**

● *Meaning Menus*

These help you choose between words with closely related meanings. Here is the Meaning Menu for HOT:

Section 1, for example, gives you all the words you need for talking about something that feels hot when you touch it.

2. Which section will you look at to find:
- words for describing hot foods or drinks? 2...
 - words for describing objects, liquids, foods etc that are warm, but not really hot?
 - words for describing hot weather, places etc?
 - words meaning 'feeling hot'?
.....
 - words for describing clothes that make you feel warm and comfortable when it is cold?
.....
 - words meaning 'to make someone who is cold warmer'?
..... 
3. Which section will you look at to find the word meaning 'very hot and uncomfortable' that you need to talk about the hotel room?
..... 

● *Menu of words and phrases*

When you go to the numbered section you have selected from the Meaning Menu, you will find a general definition followed by another menu of possible words and phrases to choose from. If, for example, you go to section 7 of HOT, you will find:

● **HOT**

- words for describing something that feels hot when you touch it
- words for describing hot foods or drinks
- words for describing objects, liquids, foods etc that are warm, but not really hot
- words for describing clothes that make you feel warm and comfortable when it is cold
- words for describing hot weather, places etc
- words for describing weather or places that are warm, but not really hot
- words for describing weather or places that are uncomfortably hot and where there is very little air
- feeling hot
- hot because you are ill
- words meaning how hot something is
- to become hot or hotter
- to make something hot or hotter
- to make someone who is cold warmer

general definition

Menu of words and phrases

Underneath the Menu of words and phrases you will find all the words listed in this section with their full dictionary entries.

Now it is up to you to read through the entries and select the word or phrase you need.

4. Which word will you choose to describe the hot and uncomfortable room?



It's in here!



Remember that there are various different ways of finding the word you need. In the example below, you can see how different starting points can still take you to an appropriate word for the context.

You can't think of the word you need for the following sentence:

Her company is to with another small but successful one next year, and together they will be a match for any of their rivals.

Look at these two different ways in which you can find the word you need:

7 words for describing weather or places that are uncomfortably hot and where there is very little air

stifling/stifling hot

muggy/humid

oppressive

stifling/stifling hot /'staɪflɪŋ, ɪ'staɪflɪŋ 'hɒt • || -'hɑ:t-/ a room that is stifling or **stifling hot** is very hot and is difficult to breathe in [adj]

The room was stifling hot, and full of flies. | We sat inside the hut, but it grew so stifling in there that we came out again. | the stifling heat Helen sat uncomfortably in the stifling heat of the railway carriage.

muggy/humid /'mʌgi, 'hju:mɪd/ weather that is muggy or humid makes you feel uncomfortable because the air feels wet, warm and heavy [adj]

In June the weather was often muggy in the evenings and it was difficult to get to sleep. | The climate stays hot and humid all summer long. | it's muggy/humid It's been really muggy the last few days, so we haven't done much.

oppressive /ə'presɪv/ weather or heat that is oppressive is very hot and unpleasant, especially because it feels as if there is not enough air to breathe [adj]

As the sun climbed higher in the sky the heat grew gradually more oppressive. | it's oppressive "It's too hot isn't it?" "Yes - it's really oppressive."

You can only think of the word UNITE. You are not sure if this is right.



You start to search at UNITE and you find:



You can't think of the correct word but you know it's got something to do with the companies joining together.



You start to search at JOIN and you find:

join

which meaning?

join two or more things together

● **JOIN STH TOGETHER**

join a club or organization

● **JOIN AN ORGANIZATION**

people, organizations etc join together

● **UNITE**

take part in something with other people

● **TAKE PART/BE INVOLVED**

member of a club or organization

● **MEMBER**

go or come somewhere to be with someone

● **WITH**

● UNITE

- 1 to join together with other people, organizations, or countries in order to achieve a shared aim
- 2 ways of saying that all the people in a group unite in order to deal with a difficult situation
- 3 words for describing people, groups etc that have united to achieve a shared aim
- 4 a situation in which people have united because they share the same purpose
- 5 to make people, organizations, or countries unite
- 6 ways of saying that a company or organization joins together with another
- 7 to make two companies or organizations join together

← You choose UNITE. You look at the meaning menu for UNITE and you find:

You read the Meaning Menu carefully and you choose section 6:


- 6 ways of saying that a company or organization joins together with another
amalgamate
merge

amalgamate /ə'mælgəmeɪt/ if two or more organizations **amalgamate**, for example colleges, unions, or hospitals, they join together to form a single organization [v I]
The two schools amalgamated in 1974. | amalgamate with
The women's association has amalgamated with the men's.
amalgamation /ə'mælgə'meɪʃən/ [n U] *the amalgamation of several small farms into one large agricultural unit*

merge /mɜːʃdʒ/ if two companies or organizations **merge**, they join together to form a single organization or company [v I]
The two banks have announced plans to merge next year. | merge with
The Liberal Democratic Party has merged with the Social Democrats.

merger [n C] *There were rumors of a merger between Ford and Chrysler (=that Ford and Chrysler would merge).*

5. Can you fill in the correct word?

Her company is to with another small but successful one next year, and together they will be a match for any of their rivals. 

Practice using the maps and menus

6. Your best friend has just failed an important exam. You want to describe how you feel towards him. You look up the Key Word SAD/UNHAPPY and find an Access Map:

sad SAD/UNHAPPY 1, 3, 9
sad: it's sad PITY/IT'S A PITY 1
sad: make sb sad/unhappy SAD/UNHAPPY 11


sad

which meaning?

feeling sad → ● **SAD/UNHAPPY**

sad, angry etc because someone was unkind to you, something bad happened etc → ● **UPSET**

feel sad for someone who has a problem, is suffering etc → ● **SYMPATHIZE**

Which Key Word will you choose from the Access Map? 

7. Now decide which Key Word you would need to go to for the following situations:

a. Your mother is feeling terrible because she has just witnessed a bad road accident. You want to describe how she feels.

KEY WORD

.....

b. You look out of the window in the morning. The weather is cold and dull. You want to describe how it makes you feel.

KEY WORD

.....

c. Your cousin has gone to see a doctor because he feels sad all the time for no particular reason. You want to describe how he feels.

KEY WORD

.....

d. Your friend had a party but no one came to it. You want to describe how she feels.

KEY WORD

.....

Let us imagine that you have chosen to look at the Meaning Menu for SAD/UNHAPPY.

● SAD/UNHAPPY

- 1 feeling sad or unhappy
- 2 feeling sad for a long time because you are unhappy with your life
- 3 words for describing an occasion or a time in someone's life when they feel sad or unhappy
- 4 words for describing someone who looks sad or unhappy
- 5 extremely sad, especially because someone you love has died or left you
- 6 to feel sad because someone has died, and to show this in the way you behave publicly, the clothes you wear etc
- 7 to feel unhappy and to pity yourself, in a way that other people find annoying
- 8 words for describing someone who often feels or looks sad
- 9 words for describing something such as a story, film, tune, or piece of news that makes you feel sad
- 10 words for describing a place or situation in which it is difficult to feel happy or hopeful
- 11 ways of saying that something makes you feel sad or unhappy
- 12 a sad feeling
- 13 what you say to tell someone not to be sad

8. Which section would you look at to find:

- a. words meaning 'extremely sad, especially because someone you love has died or left you'?

5

- b. words for describing an occasion or a time in someone's life when they feel sad or unhappy?

- c. words meaning 'to feel unhappy and to pity yourself, in a way that other people find annoying'?

- d. what you say to tell someone not to be sad?

- e. words for describing someone who often feels or looks sad?



9. Now decide which section of SAD/UNHAPPY you will look at in order to find the right words to use in the following situations. Write a number (or numbers) next to each situation.

- a. Your cousin has gone to see a doctor because recently he has felt sad all the time for no particular reason.....2

- b. The problem is made worse because of the place where he lives – he has done nothing to make it look cheerful.....

- c. Last night you saw a news report which made you cry.

- d. Since his girlfriend left him, Jim spends all his time in the office just sighing or staring into space. His colleagues were sympathetic at first, but now they just find his behaviour annoying.

- e. You want to tell Jim to stop looking so unhappy.

- f. Maria is never bright and cheerful and always seems to be complaining about things.....

- g. A lady you know has lost her son, who was a soldier fighting in a war overseas, and feels extremely sad.....

- h. At half-time your football team is losing a match. You want to describe the strong feeling they have that there is no hope of winning.



If you do not know the English words for:



look them up in a bilingual dictionary in your own language. Remember – the Activator is not the place to look for these sorts of words.

The Activator Workbook


The Activator Workbook has been written to help you get the most out of the dictionary.

In this introduction you have seen how to use the dictionary's special features to find the words you need. In the next two units you will find a range of tasks to help you to explore the pages of the Activator in more detail.

- **In Unit 1 Choosing the right word** you will have more practice in using the Activator to help you find the words and phrases you need.
- **In Unit 2 Using words correctly** you will practise working with the Activator's clear information on grammar and usage in order to use your chosen words appropriately.

Units 3, 4 and 5 contain practical activities which allow you to practise using the Activator in authentic situations.

- **Unit 3 Writing** shows you how the Activator can help you in the many different writing tasks which students of English are asked to do.
- **Unit 4 Preparing for an Examination** shows you how the information in the dictionary will be useful for many of the tasks you will find in English Language exams and tests.
- **Unit 5 Vocabulary Development** shows you the value of the Activator as a means of increasing your vocabulary.

There is an Answer Key at the back of the book. Remember, the symbol  after an exercise reminds you to look there for the answers.



As with all languages, there is not always just one right answer to every problem, so in some cases we have given you sample answers which might be produced by native speakers of English, but other combinations of words will be equally possible. Don't worry if your answers don't match the samples!

You will also find various helpful and interesting essays in the front of the Longman Language Activator itself, as well as a clear diagram of all the features to be found in the text of the dictionary. At the back of the Activator there is a useful list of all the Key Words.

We believe that the Activator is a significant step forward in the development of reference books for students of English. The Workbook has been written to help you get the best out of this exciting new learning tool. We hope you enjoy using it.

UNIT 1 CHOOSING THE RIGHT WORD

In the Introduction we looked at the way in which the Activator is organized, and practised using it to find the right word. In this unit we will look in more detail at how the dictionary helps you to choose *exactly* the right word to say what you want to say.

The Activator tells you:

- exactly what the word means
- what other words you can use with it
- what situation or context you can use it in

EXACT MEANING

Many words which share the same *general* meaning cannot be used in quite the same way because they do not mean *exactly* the same thing.

For example the words **stride**, **stroll** and **tiptoe** all mean WALK, but they all have slightly different meanings, and are used to describe the way in which someone walks.

Notice that the Activator helps you in two ways: first by giving a clear definition of each word, and then by giving examples of how the word is used.

stride /straɪd/ to walk quickly, taking large steps, especially because you feel confident, angry, or determined, or because you are in a hurry [v I]

stride into/away/towards etc *The interviewer strode confidently towards me and shook my hand. | I saw Max striding angrily away. | She strode quickly and purposefully into the room, with her head upright.*

stroll /strɒl/ to walk for pleasure in a slow and relaxed way [v I]

stroll along/through/across etc *I strolled along the beach with the warm sun on my face. | The young couple strolled through the park, arm in arm. | In the evening Madrid fills with people strolling unhurriedly from bar to bar.*

tiptoe /ˈtɪptəʊ/ to walk on the front part of your feet but not on your heels, because you want to avoid making any noise [v I]

tiptoe past/through/around etc *Bobby tiptoed past his daughter's bedroom so as not to wake her. | They tiptoed from room to room, afraid to speak above a whisper.*

Exercise 1.1

Write the most appropriate word underneath each picture.

stroll
tiptoe
stride



A



B

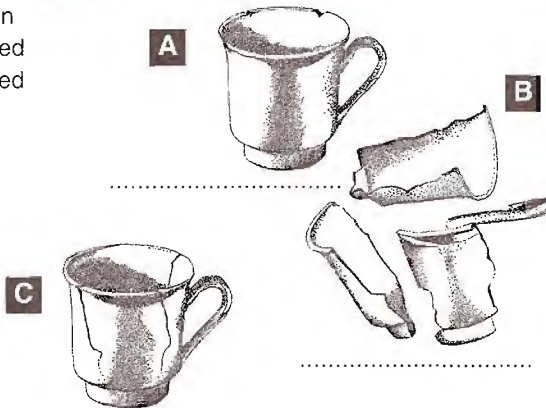


C

In the same way, **chipped** and **cracked** are both used to describe something that is broken, but they have slightly different meanings and are used to describe things which are broken in different ways.

Exercise 1.2 Write the most appropriate word underneath each picture.

broken
chipped
cracked



broken /'brəʊkən/ [adj]

The floor's covered in broken glass. | Her toes were blue with cold, her fingernails black and broken. | In the corner of the room were a broken chair and a rickety old desk. | Sam can't play – his leg is broken. | How did this get broken?

chipped /tʃɪpt/ a cup, plate etc that is **chipped** has a small piece broken off the edge of it [adj]

Why do I always get the chipped cup? | The food was carelessly served on chipped enamel plates.

cracked /krækt/ something that is **cracked** is not completely broken, but has cracks on its surface as a result of damage [adj]

Throw that jug away. It's cracked. | She put on her cracked, steel-rimmed glasses. | All the archaeologist unearthed was some broken pottery and a few cracked tiles.

Exercise 1.3 Now look at the entries for **BROKEN** 1 and 2 in the Activator itself and see if you can complete the following sentences. (The first one has been done for you as an example.)



a.



Jenny can't come skiing with us – her leg's broken...

b.



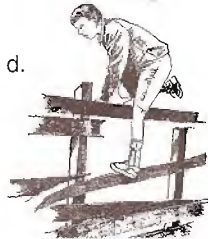
My glasses were

c.



Jack, the phone's

d.



He climbed over the
old fence.

e.



The computer system at the office has been all morning.

f.



The coffee machine was

Exercise 1.4

Look at the Activator entries for **WALK**, sections 1 to 6, and see if you can complete the following sentences. (Remember to look carefully at the Meaning Menu to help you choose quickly between the groups of closely related words.)



- a. The bus didn't come, so we *walked* to Maria's house.
- b. The street soon filled with smart young people along with their friends, chattering and laughing in the cool night air.
- c. A letter on his desk informed him that his services were no longer required. Furious, he straight to the manager's office.
- d. The sun was still blazing down as we up yet another hill.
- e. His ankle was very sore. He towards a chair.
- f. The door was suddenly flung open and Murphy in, bleeding badly.
- g. She yawned, put on her slippers, and sleepily down to the kitchen.
- h. Her horse was lame so she had to finish the journey
- i. You go if you like, but I'm not going to all the way back there just to look for a glove!
- j. The nurse found Mr Fisher back and forth outside.
"You can relax now," she said. "It's a boy!"



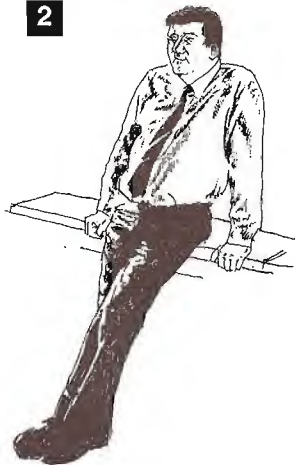
Remember that the way you feel about something will also influence your choice of vocabulary. For example, in Western societies, people's attitudes to physical size and weight vary greatly. On some occasions you will have to choose your words carefully in order to avoid offending people.

For example, how would you describe the three people in the pictures below?

1



2



3



Exercise 1.5



Look at the Activator entries for **FAT**, sections 1–5, and find at least two words to describe each of these people:

1.
2.
3.

Compare your ideas with a partner and other people in your class. Say why you chose those words.

(We have suggested some answers in the Key at the back.)

b. Now see if you can find the best word from FAT to use in the following sentences:

1. He should do some exercise – he's getting rather fat.
2. My doctor says I'm ten kilos
3. He was only about four feet tall, a and unattractive little boy.
4. I wouldn't say you were fat, just pleasantly
5. Two big farm workers lifted the motorbike off my legs.
6. The Health Education Council has produced some leaflets on the problem of
7. You can't be Santa Claus – you're not enough!
8. The baby waved her little arms in the air.



Exercise 1.6 Use the Activator to complete the tasks below.

slender	petite	dynamic
emaciated	tiny	boisterous
scrawny	squirt	energetic
skinny	_____	hyperactive
slim	confident	_____
_____	brash	conceited
adolescent	self-assured	bigheaded
teenager	_____	vain
young woman	determined	stuck-up
_____	single-minded	
	strong-willed	
	ruthless	



a. Look at the box of adjectives above. Some of them are pleasant and positive, and others are unpleasant.

Now look at the picture of Laura Charisma, the pop singer.



Use the Activator to decide which of the above adjectives could be used to help Laura's reputation and career and which might damage it. (To help you, the words in each group will be found at the same Key Word.) Put the adjectives into the appropriate boxes on the next page.



Helpful/Not damaging	Damaging
<i>slender</i>	<i>emaciated</i>

b. Imagine you are *either* Miss Sophie Stardust, a friend of Laura's in the pop world, *or* Miss Sophie Sourgrapes, a rival pop singer who hates Laura. You are giving your opinions in a TV interview. Think what you might say about:



her appearance
her personality
her singing
her performance style

Try to use some of the words you have put into the boxes above. Remember that in his or her questions the interviewer could use some of the words your character might not use.

eg *Interviewer:* Miss Stardust, the newspapers say Laura Charisma is just a conceited teenager. What do you think?

We have started the interview off for you.

Interviewer: Now let me ask you, Miss, what were your first impressions of Laura Charisma?

Sophie: ...Well, I first met her at a party in New York last year. I thought she was

.....
.....

Interviewer:

Sophie:
.....

Interviewer:

Sophie:
.....

Interviewer:

Sophie:
.....

Interviewer: Well, thank you very much, Miss

(There are two sample answers in the Answer Key.)

WORDS WHICH GO TOGETHER

Knowing the exact meaning of a word does not mean that you will be able to use it appropriately. You also need to know about the other words that go with it. The Activator helps you to decide which adjective goes with which noun, which noun goes with which verb, and so on.

● Adjectives which go with nouns

When choosing between two or more adjectives which have the same general meaning, your choice will sometimes depend on the noun which you want to describe. For example, the adjectives **sour**, **stale** and **rancid** are all used to describe food which is decaying, but they are used with different types of food.

Look at their entries, from the Key Word DECAY:

Notice that the Activator has two ways of helping you to choose the appropriate adjective.

Firstly, in the definition it gives you a list of the most typical nouns which go with the adjective. So at **stale** it tells you that 'bread, cake etc' can be **stale**. (The 'etc' means 'and things like these', so in this case it would tell you that biscuits, crackers, and so on can also be **stale**.)

Secondly, in the examples the Activator shows the adjectives and nouns used together in context: in the case of **stale**, *We had nothing to give them for lunch but stale bread* and *We'd better throw these crackers out – they're stale*.

sour /saʊə/ milk, cream, wine etc that is **sour** tastes bitter and smells unpleasant [adj]
Some spilt milk, sticky and sour, attracted a cloud of insects. | The wine was so sour that I couldn't drink it.

stale /steɪl/ bread, cake etc that is **stale** is hard, dry, and unpleasant to eat [adj]
We had nothing to give them for lunch but stale bread. | We'd better throw these crackers out – they're stale.

rancid /ˈrænsɪd/ **rancid** butter/oil/fat (=tasting bitter and smelling unpleasant) [adj]
The little hut was full of the smell of rancid butter and wood-smoke. | go/turn rancid (=become rancid) Most cooking oils contain a stabilizing agent that prevents them from turning rancid.

Exercise 1.7 Use these Activator entries to put the following words into the right boxes below.

ginger biscuits / cream / lard / sandwiches / fat / milk / olive oil / sponge cake / margarine / walnut cookies / doughnuts

STALE	SOUR	RANCID
ginger biscuits		

Exercise 1.8

a. Now use the Activator entry for WET 4 to help you correct the mistake in the following sentence written by a student of English.

Remember to read both the definition and the examples carefully!

He caught a really bad cold because his socks were *moist*.

b. Use the same entry to put the following words in the appropriate boxes. (Some can go in more than one.)

gloves, handshake, soil, skin, chocolate cake, grass, walls, palms		
DAMP	MOIST	CLAMMY

Exercise 1.9

Look at the entry for TEMPORARY 2, 'ways of saying that something is temporary'.

Try to find the best words to complete the following sentences.

Read the sentences carefully, and note which nouns are being described by the missing adjective. Then choose the most appropriate adjective to describe each noun. All the information you need is in the definitions and examples!

- The government was unable to provide the leadership necessary to bring about long term stability.
- Sigrid was amused by the shower that the children had made at the back of their summerhouse.
- reports will be submitted on completion of each phase of the project.
- The government's attempts to solve our economic problems are nothing more than measures.

● **Nouns which go with verbs : Typical subjects**

Some verbs almost always have a particular noun or group of nouns as their subject. The Activator will help you choose the best verb for a particular context by showing the most typical subjects both in the definition and the examples.

For example, look at the entry for verbs meaning 'to stop working properly' at BROKEN 5 below. We have ringed the nouns which go with each verb.

So when choosing which verb to use, you would first consider whether the thing that had stopped working properly was a large machine, a part of a machine, a particular type of machine such as a car or a computer, and so on.

⚠ Notice that no typical subject is given for **go wrong** or **malfunction**, the first and last verbs given. This is because they can apply to any kind of machine, from a watch to a whole computer system. (Notice, too, that the first few words in a section are usually the most general ones, ie the ones that can be used in the most situations, such as **go wrong** in this case.)

Exercise 1.10 Complete Agnes Sorrel's diary entry for Friday 13th February, using the entries at **BROKEN 5**.



5 to stop working properly

go wrong	crash
break down	pack up
cut out	malfunction
fail	

go wrong /ˌgəʊ 'rɒŋ || -'rɔːŋ/ (v phrase)

Modern computers don't often go wrong. | go wrong with If something goes wrong with your car, check the obvious things first. | Something's gone wrong with this washing machine.

break down /ˌbreɪk 'daʊn/ if (a large machine) especially a vehicle, **breaks down**, it stops working completely (phr v I)

She was late for the meeting because her car broke down. | The elevators in this building are always breaking down. **breakdown** /'breɪkdaʊn/ (n C/U) Red hazard warning lights are installed in the car in case of breakdown (=in case the car breaks down).

cut out /ˌkʌt 'aʊt/ if (an engine) **cuts out**, it suddenly stops working (phr v I)

Every time Mark slowed down the engine cut out. | If the machine overheats, the engine cuts out automatically.

fail /feɪl/ if (a part of a machine) or (of a piece of electrical equipment) **fails**, it stops working (v I)

The brakes failed and my car ran into the car in front. | In the last ten minutes of the game, one of the television cameras failed. | One of the engines failed at 30,000 feet.

failure (n U) Investigators traced the cause of the crash to engine failure.

crash /kræʃ/ if (a computer or a computer system) **crashes**, it stops working (v I)

My computer has crashed again so I can't give you that information right now. | Hundreds of hospital records were wiped out when the network crashed.

pack up /ˌpæk 'ʌp/ an informal British expression: if a machine **packs up**, it stops working, especially because it is old (phr v I)

When this record player packs up, I'll buy a CD player. | They won't know what to do if a pipe bursts or if the heater packs up. | Don't tell me the bloody grill's packed up.

malfunction /mæl'fʌŋkʃən/ a formal or technical word meaning to stop working properly (v I)

This is a sign that the computer's hard disk is malfunctioning. | Tape recorders or projectors may malfunction during a presentation.

malfunction (n C) His job is to spot computer malfunctions (=problems with the way the computer is working) and deal with them immediately.

**1993****Friday 13th FEBRUARY**

Today was just terrible. Everything
..... (1)

First of all, just as I got to the traffic
lights near the office my engine suddenly
..... (2) and I couldn't get it
to start again – so there I was, stuck!

Then when I got to the office I found the
lift had (3) so I had
to climb six flights of stairs.

And the last straw came in the afternoon
when our whole computer network
..... (4)

So I went home. But, just as I was settling
down with a good book, my old electric fire
finally (5) and all the
electricity went off. So I decided to call it
a day and go to bed.

Exercise 1.11

Now look at the entry for **WORKING/NOT BROKEN** in the Activator. Choose the best words to replace the words or phrases that have been underlined in the following situations. Underline your answers.

1. The whole industry has been waiting for this sector of the North Sea oil field to start working.
 - a. go
 - b. come on-stream
 - c. function
 - d. be up and running
2. It took a little bit of time, but now the engine works as smoothly as it did when it was new.
 - a. goes
 - b. is operative
 - c. functions
 - d. runs
3. The museum staff cleaned the musical box up and found that it was still working.
 - a. operating
 - b. functioning
4. This new family car uses electricity.
 - a. goes on
 - b. is operative on
 - c. runs on
 - d. functions on
5. The crane should be fully operative again by the weekend.
 - a. up and running
 - b. running
 - c. going
 - d. operational



● **Nouns which go with verbs: Typical objects**

Some verbs must always have a particular noun or group of nouns as their object. The Activator also shows you the most typical objects.

Exercise 1.12

Look at the entry for **CUT 6**.

Which of the following things would you grate? Put a ✓ or a X in the box beside the items.



meat ☐ cheese ☐ carrots ☐ eggs ☐ Parmesan ☐ spaghetti ☐ coconut ☐

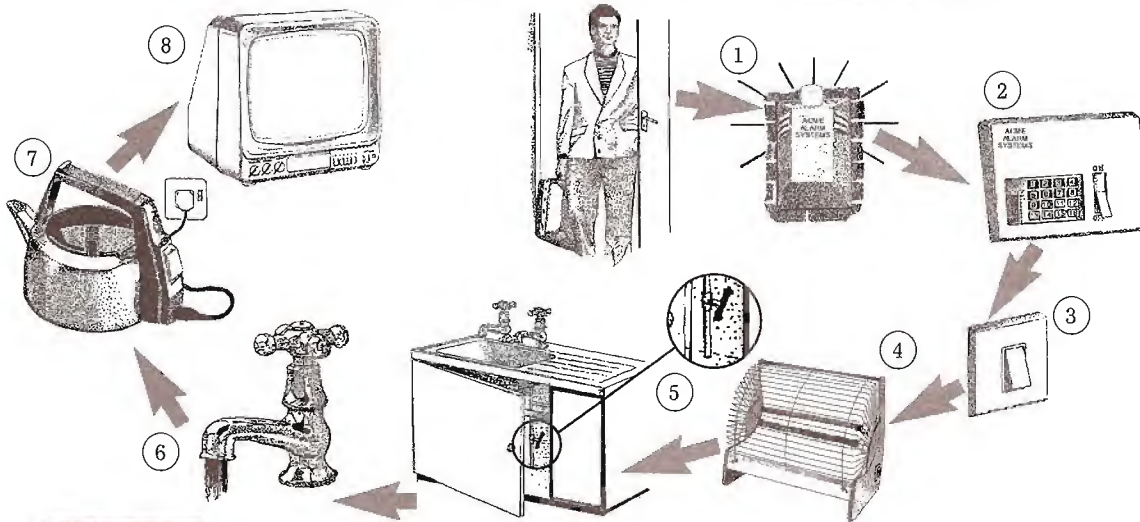
Exercise 1.13

Now look at the Key Word **SWITCH ON OR OFF**.

What kind of thing do you:

- a. switch on?
- b. put on?
- c. set off?
- d. put out?
- e. set going?
- f. start?
- g. disconnect?





Exercise 1.14 Use the entries at **SWITCH ON OR OFF** to write a paragraph describing what Patrick did when he came back home after his holiday. We have started you off.

When Patrick came in, he set the burglar alarm off. He

.....

.....

.....

.....



Exercise 1.15 Look at the sentence below:

I've warned her not to *reminisce about* that dreadful accident in front of the children.



Is the sentence correct? Look up the Activator entry for **reminisce**. What kind of things do people usually reminisce about? Put a ✓ or a X beside the items in the following list.



a happy childhood ☐ paying the rent ☐ an operation ☐ schooldays ☐ life in prison ☐
a skiing holiday ☐ being mugged ☐



Notice that you will sometimes find the typical subject or object in the definition at a section's Menu of words and phrases, because it applies to all the words in the section. It is therefore not repeated at the individual definitions at that section.

For example, look at some of the section definitions from the Key Word **TURN**, on the next page:

4 ways of saying that a road, river etc changes direction

turn	wind
curve	twist
bend	weave

turn /tɜːn/ [v I]

Beyond the woods the path turns sharply and leads through a gate into a farmyard. | **turn north/south/east etc** About three miles from the ocean the river turns north. | **twist and turn** The road twisted and turned right the way up to the village.

curve /kɜːv/ to turn and change direction, in smooth gradual curves [v I]

curve round/across/through etc Craven Way, an ancient road, curves round the northern part of the island. | The river was a murkier green than the sea, curving away through the jungle.

bend /bend/ the place where a road, river etc turns [n C] Drive carefully here, there are a lot of bends in the road. | The boat had got into difficulty when negotiating a shallow bend in the river. | As you go round the bend there's a turning – my house is just up that road.

wind /waɪnd/ if a road, path, or river winds, it frequently turns and changes direction, in smooth curves [v I]

wind between/through/up etc A narrow road wound up the hillside towards the little house. | The path wound through the orchard and between small beds of flowers.

winding [adj only before noun] She hated driving on high bridges and winding mountain roads.

twist /twɪst/ to frequently turn and change direction, especially in small but sharp turns [v I]

twist up/through/towards etc We approached Assisi via the chalky, dusty road that twists its way up Monte Subasio. | He could see only part of the canyon twisting down to the plain below. | A dry stream bed twisted through thick tree roots.

twisting [adj only before noun] Wildflowers grew on either side of the twisting path.

weave /wiːv/ to turn and change direction, especially around things, in smooth curves [v I/T]

weave through/up/across etc The river weaved across the plain, towards the sea. | **weave its way** the road that weaves its way down to Rome

5 ways of saying that something such as a bird or aircraft goes round in circles

circle
wheel

circle /ˈsɜːrkəl/ to fly around above a particular place, waiting for something [v I/T]

circle sth The plane circled the runway several times before landing. | **circle overhead/above etc** The birds seemed enormous, and there were so many of them, circling above us. | **circle** We all looked towards the sky where the vultures were circling.

wheel /wiːl/ if birds wheel, they fly around in circles, often changing direction [v I]

Gulls were wheeling over the beach. | We watched the swallows wheeling and darting and miraculously missing each other.

6 to turn your body when you are lying down so that you face the opposite way

turn over
roll over

turn over /ˌtɜːn ˈəʊvə/ [phr v I]

Turn over and I'll give you a massage. | She turned over onto her side and went to sleep. | Every time I turn over the bed squeaks.

roll over /ˌrəʊl ˈəʊvə/ to turn your body so that it is facing the opposite direction, in a single smooth movement [phr v I]

The dog rolled over onto his back and waved his legs in the air. | I heard the alarm clock but I rolled over and went back to sleep.

7 ways of saying that something such as a vehicle, ship, or plane turns upside down

turn upside down	roll over
turn over	capsize
overturn	turn turtle

turn upside down /tɜːn ˌʌpsaɪd ˈdaʊn/ [v phrase]

The truck left the road and turned upside down on the hillside. | His little boat had turned upside down in the water. | The stunt plane turned upside down and flew that way for a moment.

turn over /ˌtɜːn ˈəʊvə/ if a vehicle turns over, it turns upside down, especially as a result of an accident [phr v I] On impact the car turned over and burst into flames. | The train was travelling so fast that when it came off the rails it turned over onto its roof.

overturn /ˌəʊvə ˈtɜːn/ to turn over, especially because of an accident or strong wind [v I]

The truck had overturned, but it was only partially damaged. | The whole crew was drowned when their boat overturned in a storm.

roll over /ˌrəʊl ˈəʊvə/ if a vehicle or ship rolls over, it turns upside down because it is not correctly balanced [phr v I]

Ships have stabilizers to prevent them from rolling over in rough seas. | The truck jackknifed and then rolled over.

capsize /kæpˈsaɪz || ˈkæpsaɪz/ if a boat or ship capsizes, it turns over in the water [v I]

On March 6 1987, the Herald of Free Enterprise capsized with the loss of 193 lives. | People were fighting for places in the lifeboat and there was a real danger of it capsizing.

turn turtle /ˌtɜːn ˈtɜːtl/ an informal expression: if a boat or ship turns turtle, it turns upside down in the water [v phrase]

We were just towing Tom's boat towards the harbour, when suddenly it turned turtle and almost disappeared.

Exercise 1.16 What kind of thing:

- curves or winds?
- overturns or turns upside down?
- circles or wheels?

CONTEXT AND SITUATION

A third important factor that influences the words you use is the context or situation in which you use them.

Are you being formal or informal; is the person you are communicating with in a superior or inferior position in relation to you; do you need to be careful not to offend or upset them?

The Activator helps you by telling you if a word is particularly formal or informal and by giving other types of information about when to use it.

Exercise 1.17

Use the Activator entries for SYMPATHIZE 2 and 3 to help you decide on the best words to use in the following contexts.



Write a sentence for each of these situations.

- a. You are an ambassador writing on behalf of your government after the death of a head of state.

My government would like to take this opportunity to

.....

- b. You are writing to a close friend whose father has died.

.....

- c. You are writing a letter to a friend who has failed their driving test.

.....

**Exercise 1.18**

Now look at the entry for THANK, section 1, in the Activator and write a sentence for each of these situations:



- a. You are writing a letter to a driver who helped a member of your family after a serious car accident.

.....

- b. You are writing the introduction to your latest book and you want to thank your colleague, Jenny Irons, for her help and advice.

.....

- c. You are writing a letter to accompany a present you are sending to a friend of your sister's, who spent a lot of time doing some typing for you.

.....



SUMMARY

This grid summarizes the points we have been making in Unit 1. It shows you how your choice of word will depend on:

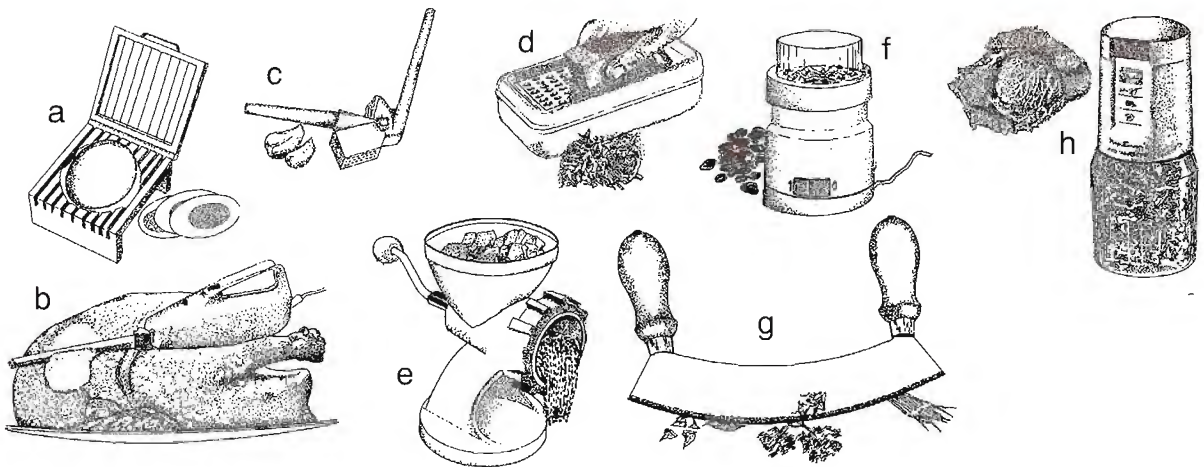
- its meaning
- the words it goes with
- the context in which you are using it

	buy	purchase	acquire
What it means	buy	buy	buy, especially over a period of time
What other words you use it with	all	something big or expensive	something such as land, a company, or a valuable object
What situation or context you use it in	all	especially in business	formal contexts

PRACTICE ACTIVITIES

ACTIVITY 1

Complete the text for the following catalogue of kitchen equipment. (Entries at CUT and SQUASH will help you with the words.)



- a. The modern way to *slice* eggs for attractive salads.
- b. Our electric knife lets you the Sunday roast or cut up a frozen turkey with equal ease.
- c. A stylish garlic press from Japan which can up to four cloves in one easy action.
- d. all types of hard cheese with our GREAT new device!

- e. A low-cost but efficient machine that can a kilo of beef in under a minute.
- f. For that real Italian flavour, your own coffee.
- g. your herbs the French way!
- h. Problems with your sauerkraut? Now you can cabbage or other hard vegetables in seconds.



ACTIVITY II

Below is a description taken from the back cover of a 1950's schoolgirl detective story. Use the Activator to choose the right word from each pair given.



In the (freshest / latest) book in the Anna Temple series, we find the (fearless / valiant) schoolgirl detective Anna Temple (being active in / taking part in) yet another murder mystery. A (corpse / cadaver) has been discovered in the Library at Cholmondely Grange. The victim has been (strangled / smothered) with his own bootlaces. The police have been brought in to (study / investigate) the crime, but Anna Temple beats them to it yet again! This (nailbiting / heady) story will keep you (overexcited / on tenterhooks) until the very last moment and will not fail to satisfy the most (discriminating / pedantic) reader.



UNIT 2 USING WORDS CORRECTLY

In Unit 1 we looked at how the Longman Language Activator helps you to choose the right word or phrase to say what you want to say.

Once you have chosen the word you want, the Activator gives you all the information you need to avoid making grammatical mistakes when using it. It also helps you to find the right words to go with the word you have chosen, and helps you to avoid using combinations of words which would sound strange to a native speaker of English.

In this unit we will practise using this information so that you can both choose and use your words with confidence.

GRAMMATICAL INFORMATION

One of the ways the Activator helps you with grammar is by giving short phrases or "patterns" showing the different ways in which particular words can be used, like this:

grammatical patterns

Exercise 2.1

Look at this entry for **depend on/ rely on** from NEED 3. Use it to find two possible ways of rewriting the following sentences:

Many old people are relying on the government. They need help with their fuel bills this winter.

.....
.....
.....

depend on/rely on /dɪˈpend ɒn, rɪˈlaɪ ɒn || -ɑ:n/ if you **depend on** or **rely on** someone or something, you need them because they provide you with something that you need [v T]

depend/rely on sb/sth *She's very independent - she doesn't like having to depend on other people. | Businesses that rely on government contracts are being hit badly by cuts in public spending. | depend/rely on sb to do sth Hospitals depend on people to give blood so that there is enough for transfusions. | Many plants rely on birds to distribute their seeds. | depend/rely on sb for Most women would prefer to have a job of their own, rather than depend on their husband for financial support. | depend/rely heavily on (=depend/rely a lot on) In the past Cuba was forced to rely heavily on Russian aid.*

dependence {n U} *the baby's complete dependence on its mother*

Exercise 2.2

Now decide whether the grammar used in the sentences below is right or wrong. Use the Activator to help you.



Usually the information you need is shown in dark type; but sometimes you will have to read the grammar information after the definition to find it.

For example, look at the entry for **go for** from CHOOSE, below:

grammar information

This shows you that you cannot say *I think I am going for the cream cakes* or *The cream cakes were gone for by most people*.

go for /'gəʊ fɔː/ an informal expression meaning to choose something because you are very attracted to it, or interested in it [v T not in progressive or passive]

Whenever we eat out, she always goes for the most expensive dish on the menu. | I probably wouldn't normally go for a foreign car but I really liked the steering on this one.

Rewrite the following sentences if their grammar is wrong.

- a. Chris really *enjoys to play* tennis.
Chris really enjoys playing tennis.
- b. He couldn't *deter Jack going ahead* with the expedition.

- c. We *failed getting* the contract.

- d. The doctor said it was dangerous, but she *persisted smoking*.

- e. Mr Kohara *explained how* to operate the machine.

- f. The police officer *signalled us* stop.

- g. He *fully expected* being dismissed.

- h. This new drug *is representing* a significant advance in the fight against the disease.

- i. The police *accused him that he murdered* the girl.



● Prepositions

The grammatical patterns given in the Activator are also particularly useful in helping you decide which prepositions to use, both with verbs and nouns.

Exercise 2.3

Look at these entries from **COMPLAIN 1** and **CONNECTED WITH 7** and complete the sentence below.

complain /kəm'pleɪn/ to say that you are annoyed, dissatisfied, or unhappy about something or someone [v I/T not in passive]

"You never ask my opinion about anything," she **complained**. | They've already been given a 10% raise, so why are they **complaining**? | **complain about** Local residents have been **complaining about** the noise from the airport. | **complain that** People **complain that** they don't get enough information. | **complain to sb** Stubbs **complained to** the chef that the meat was overcooked. | **complain bitterly** (=complain very strongly) Workers who had lost their jobs **left the factory complaining bitterly** about the way they had been treated.

relationship /rɪ'leɪʃənʃɪp/ the way in which two things are connected and affect each other, or the way in which the connection can be explained [n C]

Interest rates and government spending are **connected**, but the **relationship** is quite a complex one. | **relationship to/with** What exactly is the company's **relationship to** the steel industry? | **relationship between sth and sth** The **relationship between** the government and the press is constantly changing.

Many guests **complained** the hotel, and said that there was absolutely no **relationship** the holiday brochure and the conditions there.



Exercise 2.4

Use the Activator to help you fill in the correct prepositions in these sentences:

- I took the shirt back to the shop and exchanged it a smaller size.
- Many young people said they were bored school.
- She finally convinced them her innocence.
- The training course placed a lot of emphasis managing your time well.
- She can be very unpleasant at times – I'm sure she was gloating my problems.
- At the end of the year we were tested everything we had been studying.
- Write the instructions so that they are comprehensible the average person.
- They've discovered the money is missing. If anyone asks you, deny all knowledge it.

● **Phrasal Verbs**

The Activator also gives you a lot of information about phrasal verbs (verbs consisting of a main word and a particular adverb or preposition) such as **drink up, knock down, tip off**.

These verbs are marked [phr v] in the Activator. Some cannot take an object and are intransitive [I], eg **team up**. With intransitive phrasal verbs the main word and the adverb or preposition are never separated.

Others take an object and are *transitive* [T], eg **cut out**.

Some phrasal verbs are of course used both transitively and intransitively, for example **wind up**.

If the object of a two part phrasal verb is a *noun*, it can usually come either *after* both parts of the verb *or between* the two parts:

- eg Bill didn't want the magazine
: so I **cut** the article **out**.
: so I **cut out** the article.

However, if the object is a *pronoun* (it/her/them, etc), it *must* come between the two parts of the verb:

- eg It was an interesting article, so I **cut it out**.

The grammatical patterns in dark type in the Activator entries will help you get this right.

team up /,ti:m 'ʌp/ to join together in order to work on something together, especially in the areas of sport, business, or the arts [phr v I]
team up with *She teamed up with Nigel Birch and Jane Edwards to write the book.* | **team up to do sth** *In 1979 MCA and IBM teamed up to form Disco Vision Associates.* | **team up** *If Seles and Graf were to team up, they would be unbeatable.*

cut out /,kʌt 'aʊt/ to remove something by cutting all around it [phr v T]
cut out sth *You can cut out the bad parts and use the apples for cooking.* | *She cuts out pictures of her favorite movie stars and puts them on her bedroom walls.* | **cut sth/it/them out** *Doctors are considering the possibility of cutting the tumour out.*

wind up /,waɪnd 'ʌp/ to gradually bring to an end an event or activity such as a meeting that you are in control of, making sure that it finishes at the right time [phr v I/T]
wind up sth *I'd like to wind up this debate and take a vote.* | **wind sth/it/them up** *Mark wanted to wind the meeting up quickly because he had a plane to catch.* | **wind up** *About 40 minutes after the interview starts, the cameraperson will signal to you to start winding up.*

- ⚠ Notice that some verbs which are called transitive phrasal verbs in other dictionaries are described as ordinary verbs in the Activator, ie as [v T] or [v I/T], for example: **set about** (at START DOING STH 2) or **stump up** (at PAY FOR 2).

This is because they cannot be split like transitive phrasal verbs. But you do not need to work out whether the verb can be split up for yourself – just look at the patterns in the Activator!

Exercise 2.5

Now complete the sentences below using the verbs in brackets.

- ⚠ Be careful to note what kind of verb you are using!
- "What should I do with this leftover food?" "Save it for George. Don't throw it away." (throw away)
 - I lent Patty that library book on American art. I must (get back) from her this week.
 - There's Pedro at the door. Can you ? (let in)
 - The police were certain he was involved with drugs and later charged him with (deal in)
 - Don't forget Hisham's relatives are coming too – have you (allow for)?
 - If you want to get to the theatre by eight, what time do you want me to (pick up)?
 - Don't tell Brian there's ice cream in the fridge. Last time he (polish off) before we could get near it!
 - Taisto hated having his wife's friends to stay, but he (put up with) for her sake.

Exercise 2.6

Rewrite these sentences to include the word or phrases in brackets, but keeping the same general meaning. Use the Activator to help you with the grammar of your new sentences.

eg: The photocopier has broken down again.

(go wrong) The photocopier has gone wrong again.

- I do not intend to apply for the job.
(intention)
- Ronald Biggs managed to escape from prison.
(break out)
- He likes to tell other people what to do.
(fond)
- She read the message several times, then destroyed it.
(tear up)
- You look really good in that colour.
(suit)

- f. I think there has been a misunderstanding.

(seem)

- g. The workers fear further job losses if they go on strike.

(for fear of)

- h. She wandered round the exhibition holding her wine glass.

(in hand)



'DOING' VERBS

Sometimes you will not be sure of which verb to use with a particular noun. For example, do you **have** or **take** a shower? Do you **do** or **commit** a crime? Because the Activator gives phrases and examples it can help you with such questions.

Look at the entries below:

have a shower (also **take a shower** in American English) /,hæv ə 'ʃaʊə, ,teɪk ə 'ʃaʊə/ to wash your whole body while standing under a shower [*v phrase*]
I'll just have a quick shower and get changed. | They usually play squash for a half hour or so, take a shower and have a couple of drinks in the bar.

do /du:/ [v T]

She does a lot of work for charity. | I do half an hour of exercises every morning. | Don't disturb me now - I'm doing something. | Howard did some rapid calculations on the back of an envelope. | 95% of housework is done by women. | Whatever kind of job you do, you should take pride in doing it well. | do the washing/cleaning/drying etc You wash the dishes, and I'll do the drying.

commit /kə'mɪt/ **commit a crime/murder/suicide/adultery etc** (=do something which is against the law or which is morally wrong) [v T]
It's not sure yet whether she died naturally or committed suicide. | Taylor is in prison for a crime he didn't commit. | We were taught to pray every time we committed even a minor sin.

We can see that you can say **have** a shower in British or American English, and also **take** a shower in American English.

The entry for **do** says nothing about crime, but the phrase **commit a crime** is in dark type at **commit**, so this is clearly the verb you need.

Exercise 2.7

Now use the Activator to complete the sentences below.



You could get a lot of the information you need by reading the entries at DO 1, but the most direct route to the answers is to look up the noun involved, ie for the first sentence look in the alphabetical word list at **washing up**.

(Remember that sometimes the phrase you need is shown in dark type, and sometimes you will have to read the example sentences to find it.)

- When I came home, they were both in the kitchen *doing* the washing up.
- Marrying you was the biggest mistake I ever
- My hands are absolutely filthy. Is there somewhere I can a wash before I go?
- I'll come along in about an hour - there are some jobs I have to first.

do

have


commit

make

give

reach

perform

- e. We're a party to celebrate the end of term. Can you come?
- f. Surgeons in the military hospital an average of 20 emergency operations each day.
- g. After a lot of thought, I finally a decision.
- h. Police are convinced that the murders were all by the same man.
- i. Professor Vincent is a lecture on Greek sculpture this afternoon.
- j. She some rapid calculations on the back of her folder. 

INTENSIFYING ADJECTIVES AND ADVERBS


You can use many different adjectives to talk about physical size: big, large, enormous, tall, etc. But when you are talking about something which is not physical, such as hunger, pain, or praise, which adjectives can you use to express the idea of great degree or strength?

The Activator helps you by showing you which adjectives to use with this sort of noun. (Sometimes the adjective will appear as part of a phrase in dark type; sometimes you will find it in an example.)

Exercise 2.8

For example, use the entry below to correct this sentence:

All my children have *strong* appetites.

All my children have
appetites. 

appetite /'æpɪtaɪt/ the normal desire to eat that you have when you are not ill or upset or have not just eaten a lot [n C/U]

How's his appetite? Is he getting enough to eat? | good/healthy appetite (=desire to eat a lot) She's certainly got a good appetite. She finished off three bowls of rice in about 10 minutes. | spoil/ruin your appetite (=make you not want to eat a meal) Don't eat those cakes now. You'll spoil your appetite.

Exercise 2.9

Use the Activator to look up the noun that is being described and choose an appropriate adjective to replace the one that is given.

- a. My father is unfortunately a *large* drinker.
a heavy drinker
- b. She had an *enormous* hatred of any kind of injustice.
.....
- c. There was a very *strong* problem with the engine of our old car.
.....
- d. I felt a sudden *big* pain in my shoulder.
.....
- e. There has been *huge* controversy locally about the new measures.
.....
- f. I share your *strong* concern for the future of our community.
.....
- g. The article contained *enormous* criticism of the government.
.....

h. He had a sudden *big* urge to call out to them.

.....

- The Activator also shows you which adverbs to use with a verb or an adjective.

adverbs

enjoy /ɪnˈdʒɔɪ/ [v T]
enjoy doing sth *My father enjoys playing golf at weekends. | Angela's really enjoying working abroad. | enjoy sth* *I enjoyed your party. | Did you enjoy the game? | enjoy every minute/moment of* *The class was difficult, but Ian enjoyed every minute of it. (thoroughly)enjoy (=enjoy every part)* *Thanks for a lovely evening. I thoroughly enjoyed it. | enjoy sth (immensely) (=enjoy very much)* *It's a fascinating film - we enjoyed it immensely.*

Exercise 2.10

In the sentences below, look up the verb or adjective that is being described, and in each case find an adverb that would be more likely to be used by a native speaker of English. Use the entries for the verbs or adjectives to help you.



None of the answers are *very* or *extremely*, as these will go with a lot of verbs; the Activator will guide you towards many more unusual adverbs available in English.

a. We *strongly* enjoyed the play last night.

.....
We thoroughly enjoyed the play.

b. I am *very much* interested in social problems in inner cities.

.....

c. They were *highly* disappointed by their failure to win the prize.

.....

d. The President *strongly* admires the work of this charity.

.....

e. Keeping pets in college rooms is *strongly* forbidden.

.....

f. "And you're sure you saw Mr Burgess that evening?" "Yes, I'm *extremely* positive."

.....

g. I don't think Phil has *perfectly* recovered from the shock of his father's death.

.....

h. The little girl sobbed and sobbed. She was obviously *strongly* unhappy.

.....

Exercise 2.11**Use the Activator to complete tables a and b below:**

- a. If a particular adverb can be used with the verb shown at the top, put a ✓ in the box.

For example, as we have already seen above, the adverbs **thoroughly** and **immensely** can both be used with the verb **enjoy**, but **strongly** and the others cannot. So the boxes for **thoroughly** and **immensely** are the ones which should be marked with a ✓.



Remember that a verb sometimes occurs at more than one Key Word, so the information you need for this exercise may be at two or three places.

	enjoy	approve	disapprove	disagree	recommend	regret
highly						
deeply						
thoroughly	✓					
immensely	✓					
strongly						
bitterly						

- b. Now do the same for the adjectives severe, harsh and serious.

	crime	criticism	damage	illness	problem	punishment
severe						
harsh						
serious						

TYPICAL COLLOCATIONS

The Activator provides you with a great many 'collocations' – fixed phrases and expressions in English which are used a great deal by native speakers and will make your writing and speaking seem more natural.

Look at this sentence:

She was a good player in her day, but now she's definitely too old.

Let's look at the entry for OLD/NOT YOUNG 4 in the Activator.

We can see that there are several more interesting expressions we could use.

Exercise 2.12

Fill them in below:

She was a good player in her day, but now she's definitely

.....



In this case all of the expressions in the section are equally appropriate, but this will not always be true. As always, read the definitions closely! You will also find many useful phrases in dark type among the examples.



- 4** informal expressions meaning too old to do something
be past it
be over the hill
be a bit long in the tooth

be past it /bi: 'pɑ:st it || -'pæst-/ (v phrase)

Talbot's past it – he should have given up playing basketball long ago. | I'm starting to think I'm past it – I'm not nearly as quick as I used to be.

be over the hill /bi: 'əʊvəʁ ðə 'hɪl/ if you are over the hill, you are no longer young or attractive, and your mental and physical abilities are getting weaker (v phrase)

Some of these young people think that when you're 30 you're already over the hill. | He's always chasing after younger women, but they all think he's over the hill.

be a bit long in the tooth /bi: ə bɪt 'lɒŋ ɪn ðə 'tu:θ || -'lɔ:ŋ-/ a humorous British expression meaning old, especially too old to do something (v phrase)

A lot of the top English players are getting a bit long in the tooth – Lineker's past 30.

Exercise 2.13

The following sentences are grammatically correct, but if you look at the relevant Activator entries you will find other typical phrases which you can use instead of the words in *italic type* to make the sentences more colourful. Look for phrases this time rather than individual words.



Read the definitions and examples at the section you choose carefully and remember to look for *phrases*. The answers in the Key will give you the phrase most likely to be chosen by a native speaker.

- a. I can't put this model together. The instructions aren't exactly *very clear*.

crystal clear

- b. The decisions about the future of the nuclear industry are being made *secretly*.

- c. After hours of washing and scrubbing the kitchen was *very clean*.

- d. Research into the new vaccine is progressing *very rapidly*, and it should be ready early next year.

- e. I can't stand any more of this – I've got to find another job. I'm *really bored* with working in this office.

- f. I'm not going to tell your children – that's *your responsibility*.

- g. He was furious when she said he'd never make a good teacher and swore to make her *admit that she was wrong*.

- j. You've obviously got something important to tell me, so stop avoiding the issue and get to the point!



REVIEW ACTIVITY

Below is a sample of a student's work which has six mistakes marked in it. Use the Activator to correct these errors and write the paragraph out again below. (The Access Maps will be especially useful for this exercise.)

If we go for a stroll in a park *we will likely*⁽¹⁾ see people running, jogging and *playing*⁽²⁾ exercises there. You also often *listen to*⁽³⁾ people *speaking*⁽⁴⁾ about diet and sport in the office, at the bus stop and in the supermarket. There is a sort of general *fetish for*⁽⁵⁾ these two subjects. Everybody *is trying being*⁽⁶⁾ fit, athletic, slim and, therefore, healthy.



UNIT 3 WRITING

In this section of the Workbook you will use the Activator to help you prepare for writing and to help you when you are actually composing a passage, a letter, etc.

PREPARING TO WRITE

It is often useful to prepare word lists or ideas lists before you begin to write. You can practise using the Activator to help you do this in the following activities.

Exercise 3.1

You have been asked to write descriptions of some new evening dresses for a fashion magazine. (This means, of course, that you have to say nice things about all the dresses!)

- a. Look at BEAUTIFUL/GOOD-LOOKING in the Activator and make a list of eight words which you could use to describe the outfit in the picture.

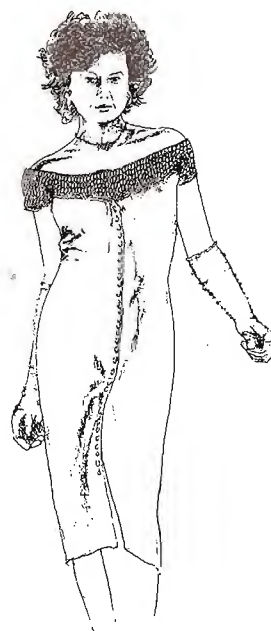
Which section will you use?



- b. Now replace the word *beautiful* in the following text with different words from your list. Write the sentences out again below.

Pia is wearing a *beautiful* new creation by Giorgio Feriman: a *beautiful* ball gown in *beautiful* rainbow colours. It is worn here with a *beautiful* diamond necklace and *beautiful* full-length gloves.

.....
.....
.....
.....
.....



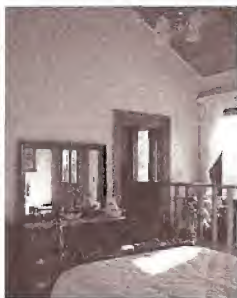
See the Key at the back for a sample answer.

Exercise 3.2

Maria Söderstrom works in a specialized New York agency which helps people to find tenants for their houses.

She has to write an advertisement for a rather old-fashioned apartment. It has a kitchen, a bedroom, and a tiny bathroom. It is in the middle of town near a noisy railroad station. However, the rent will be quite low.

- a. In order to help Maria write her advertisement, look at the words in the table below, and then use the Activator to find other words she could use to make the apartment sound more attractive.



This is a very attractive two bedroomed apartment in a leafy suburb. The accommodation comprises 2 spacious bedrooms, a delightful, airy living room with spectacular views and a beautifully modernized kitchen and bathroom.


There is good access to public transport and nearby parks. This will make a perfect home for a young professional with clients to impress.

● OLD-FASHIONED

typical of a time in the past, and unsuitable in the modern world

- 1 words for describing old-fashioned machines, equipment, or methods
- 2 words for describing old-fashioned people and their opinions or behaviour
- 3 someone who is very old-fashioned in their ideas and opinions
- 4 words for describing ideas, methods etc that are so old-fashioned that they seem stupid in the modern world
- 5 pleasantly old-fashioned in a way that reminds you of nice things from the past

For example, you want a word that sounds more positive than old-fashioned. Look at the Meaning Menu above:

Which section will you choose? 

KEY WORD	SECTION(S)	WORD(S) CHOSEN
old-fashioned		
small		
cheap		
interesting		
near		
comfortable		

See the Key at the back for some suggested answers.

- b. Below are some notes that Maria made about the apartment. They will help you write your advertisement. Remember, you must try to make the apartment sound as attractive as possible but still tell the truth. (The advertisement has been started for you.)

small - need better word
old-fashioned bedroom - need better word
kitchen and bathroom have old equipment - can we make this sound interesting?
central location / railroad station near / stores near
public transport good
cheap to run / gas - electricity bills very low
low local taxes
excellent for single professional

Brooklyn area

This a delightful furnished apartment in a very popular area of Brooklyn. It has

.....

.....

.....

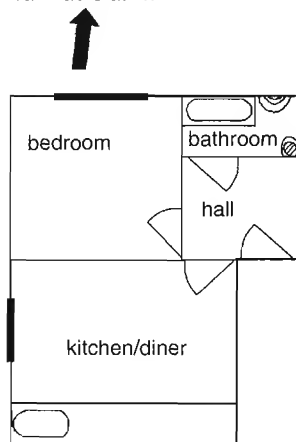
.....

.....

.....

See the Key for a sample answer.

railroad station



stores

WRITING

While you are composing a text, you often find that you are "stuck for a word". The Activator gives you a way of finding the specific words you need, because you can look up just the *idea* that you want to express.

Exercise 3.3

You are going to America to see friends in Denver, but you have a few questions about the arrangements. You write to your friend Martin, who you'll be staying with first, to ask his advice.

Fill in the gaps in the letter below – use the Activator to help you.

(There are some clues to the relevant Key Words on the opposite page, if you need them!)

6-2, 1-chōme
Aobadai
Meguro-ku
Tokyo 153
27.8.93

Dear Martin,

I was very pleased to hear that you can *put* me *up* (1) for a few days in October. I have (2) for a holiday from October 1st – 21st, and I have (3) a flight to New York on the 1st.

Can you give me any good (4) on travelling around within the States? Also, how long does a visa take to be (5)? And are there any health (6) I should know about?

When I arrive, I'd like to (7) a car, as I have a lot of people to visit with and I don't want to (8) public transport. Can you (9) a good, well-known company?

I'm getting real excited about my trip now, and I (10) to see everyone!
Love,

- | | |
|----------------------------------|---------------------|
| (1) STAY WITH SB, IN A HOTEL ETC | (6) RULE/REGULATION |
| (2) ARRANGE A MEETING, EVENT ETC | (7) BORROW |
| (3) BUY | (8) NEED |
| (4) ADVISE | (9) SUGGEST |
| (5) DEAL WITH | (10) WANT |



- The Activator can also help you *check* that you are using the best word for your purpose, and whether you are using it correctly.

Exercise 3.4

Two students have written about themselves in English as part of a college magazine. They are not sure if they are using some of the English words correctly. They have marked the words they are not happy about.

Use the Activator to check if the words are appropriate. (Some of them are fine!) Make any changes you think are necessary.

(You may find it a useful technique to start by looking up the queried word, and then, if it does not seem correct, try looking at the section definitions in the Meaning Menu to see if there is something more appropriate there.)

a. Xiao Mei (22)

I was born in Hong Kong. Both of my parents went there in the 1960s from Guandong province. They **travelled**?⁽¹⁾ down the river overnight and crossed the border illegally. They had to stay in a camp for 3 years before they **were let to**?⁽²⁾ stay in the colony. Members of their family then helped them to settle in home and they **located**?⁽³⁾ jobs in the new electronics industry.

I went to primary school in Kowloon. We had a flat with two rooms and I **resided**?⁽⁴⁾ there with my two other sisters and my mother and father. I went to a good high school and studied to get into University. The Hong Kong examination system is very **severe**?⁽⁵⁾ but I was very lucky and got a place at the new Hong Kong Scientific and Technical University. I want to **wind up**?⁽⁶⁾ my degree here and then **initiate**?⁽⁷⁾ my own computer design business.

b. Jean-Michel (27)

Like my parents, I was born in Nancy. My family **was composed of**?⁽¹⁾ four boys and a girl. I was the youngest boy and I think I was rather **spoilt**?⁽²⁾ because they were all so kind to me.

The first **memory**?⁽³⁾ I have is **about**?⁽⁴⁾ my fifth birthday party. I remember **strongly**?⁽⁵⁾ how frightened I was when a friend pulled a snake out of my jacket pocket. I **stripped it**?⁽⁶⁾ immediately and **refused wearing**?⁽⁷⁾ it for the rest of the party.

My life has not been unusual. I attended the Lycée and the Engineering College in Nancy. Now I **possess**?⁽⁸⁾ my own apartment and have a job with a company that **specializes about**?⁽⁹⁾ road construction.

c. Write about your own life in the same way. Use the Activator to add as much variety to the vocabulary as you can...

If you are doing this activity in class, now read a partner's account and let them read yours. Discuss the vocabulary choices you have made and use the Activator to help make any improvements you feel would be helpful.

FURTHER PRACTICE

Use the Activator during the preparation, composition and improvement of a short piece of writing. You can write something that is:

- a task that is relevant for your own needs
- a writing task from an English Language examination you will be taking
- a writing task in a course book you are using

or you can choose one of the activities given below.

If you are in class, exchange your work with a partner when you have finished and see if you can suggest any improvements to each other's work.

ACTIVITY I

Imagine that you have to write for one of the following magazines:

- a guide to good restaurants
- a popular young people's magazine

Choose which magazine you want to write for, and then match it with a or b below.

(You may find it helpful to make a list of useful words before you begin writing, as we did earlier. We have suggested a few Key Words from the Activator that will help to start you off.)

- a. A review of a restaurant where you have recently had a meal. (The Key Words at AMOUNT (section 3), CHEAP, EXPENSIVE, LIKE SB OR STH and TASTE OF FOOD OR DRINK will be useful.)
- b. A description of a favourite hobby or interest of yours that will encourage other people to try it. (The Key Words at DIFFICULT, EASY, ENJOY/LIKE DOING STH, INTERESTED, INTERESTING and TAKE PART/BE INVOLVED will be useful.)

- range of food available?
- atmosphere of restaurant?
- good service?
- amount, taste, etc of the food?
- expensive?
- relaxing?
- exciting/dangerous?
- why do I like it?
- clubs to join?



1950s



1960s



1970s



1980s



1990s



ACTIVITY II

Write a short article on the fashion scene in the United Kingdom. How has it changed over the years? Have there been similar trends in your country? (The Key Words at CHANGE/MAKE STH DIFFERENT, COLOUR/COLOR, FASHIONABLE, MATERIAL and STYLE/ELEGANCE will be especially helpful. Again, you might like to make a list of useful words before you begin writing.)

UNIT 4 PREPARING FOR AN EXAMINATION

Many internationally important British and American English Language examinations have sections in which you have to show your knowledge of vocabulary and grammar. The Activator will help you prepare for these exams.

In this unit we will practise three of the most important types of exercise in these examinations: gap-fill, transformation, and vocabulary analysis exercises.

USING THE ACTIVATOR

EXERCISE GROUP 1 – GAP-FILL

Type A : Multiple Choice – Sentence

In gap-fill exercises you have to choose the best word for the context from four possible words. The Activator helps you choose.

eg: will be served during the second interval.

- a. foodstuffs b. nourishment
- c. refreshments d. grub

The entry for FOOD 1 includes all four of these words (although the words you have to choose from will not always be found at the same Key Word):

grub /grʌb/ an informal word meaning food [n U]
Where's the grub? I'm starving. | Vera's got a job at the hospital, dishing out grub and cleaning up.

refreshments /rɪ'freʃmənts/ food and drink which is served at a public meeting, a performance, or on a long train journey [n plural]

Mrs Thompson has kindly offered to provide the refreshments for the school sports day. | light refreshments (=a small quantity of food) There will be an interval half way through the performance when light refreshments will be served.

nourishment /'nʌrtʃmənt || 'nɜː-, 'nʌ-/ the things that are needed for life which you get from food [n U]
The foetus gets nourishment via the mother's blood supply. | A growing child needs proper nourishment and parents should ensure that they are providing the right kinds of food.

foodstuffs /'fudstʌfs/ a word used especially in business or economics meaning particular types of food [n plural]
Romania is experiencing shortages of foodstuffs and important raw materials. | Restrictions have been imposed to give British farmers protection against the import of foreign foodstuffs. | The policy has resulted in huge surpluses of foodstuffs that are dumped on world markets at low prices.

Exercise 4.1

Can you find the right word for the sentence above?

(You do not have to write the word in the gap – just underline your answer at a, b, c or d above.)



Exercise 4.2

Now answer the questions below. Remember, choose the **best** word of the four, and just underline your answer!



The four words you have to choose from are not, as we said, always at the same Key Word. However, as we found before, it is often useful to have a quick look over the Menus of words and phrases at the sections of a Key Word you look up, as it may save you having to return to the alphabetical word list and back to the same Key Word.

1. Stripping off their clothes, they slid gently into the refreshing water.
a. crisp b. cool c. chilled d. cold
2. The King was executed on the morning of the 14th, and the headless was exhibited to the citizens at the entrance to the city.
a. stiff b. torso c. corpse d. figure
3. The first job that you will need to do at the beginning of winter is to the roses in your garden so as to prevent winter winds from weakening their roots.
a. cut b. hack c. prune d. fell

4. What time do you make it? I've sent my watch to be
a. repaired b. renovated c. patched up d. serviced
5. There was no escape from the screaming, homicidal which surrounded the building.
a. mob b. throng c. collection d. swarm
6. You could depend on him to a time when it would cause maximum inconvenience to the whole family!
a. nominate b. appoint c. pick d. earmark
7. At one point in the meeting there was a heated between the chairman and Dr Bootle on a matter of financial policy.
a. tiff b. feud c. squabble d. exchange
8. They tell me it's the work of a well-known local sculptor – but it just looks like a heap of metal to me!
a. perishing b. putrid c. corroding d. decaying

Type B : Multiple Choice – Passage

Exercise 4.3

Read the following passage carefully and choose the best word for each gap from the list. Underline each word you choose. The first example has been done for you, using the entry for FASHIONABLE in the Activator.

There have been many significant changes in Britain in the post-war period, but perhaps the biggest has been in the things we eat and the way we eat. These changes have not just been associated with a particular short-lived⁽¹⁾. In many ways it has reflected a fundamental shift in the⁽²⁾ of British society. Up until the 1940s most food we had in this country was seasonal and⁽³⁾ at home; we ate strawberries in the early summer, apples in the autumn and had little in the way of fresh fruit during the winter. To⁽⁴⁾ some variety in the winter diet, people⁽⁵⁾ fruit and vegetables and had developed a range of recipes which⁽⁶⁾ the food that was grown within these islands. Irish stew, steak and kidney pudding, the meat pies of the different regions, made up a national⁽⁷⁾ which was varied and enjoyable.

Now all this has been lost. Yes, the⁽⁸⁾ of produce I can buy from my local supermarket is enormous, but why is it that I feel I no longer eat a meal when I sit down at my dining table? Why do I feel that I am consuming a product?

- | | | | |
|------------------|--------------|--------------|--------------|
| (1) a. cult | b. vogue | c. craze | d. fad |
| (2) a. sort | b. nature | c. kind | d. type |
| (3) a. processed | b. boiled | c. prepared | d. concocted |
| (4) a. insure | b. assure | c. certify | d. ascertain |
| (5) a. reserved | b. preserved | c. conserved | d. saved |
| (6) a. refined | b. improved | c. exploited | d. developed |
| (7) a. food | b. cookery | c. cuisine | d. recipe |
| (8) a. range | b. mixture | c. spectrum | d. gamut |

Exercise 4.4

Find the best word or words to fill the gaps in the following passage.

Remember that most of the words will fit the context; your task is to choose the most appropriate one – and the Activator is designed to help you choose.

Again, do not write the answers in the spaces, but underline them.

Early Years

When I first entered general practice I was living in a small community on the east coast of Lake Huron. People expected me to be⁽¹⁾ of their last physician, and they were both disappointed and upset when this didn't turn out to be the case. Although I had few⁽²⁾ companions, I was a young, unmarried and attractive woman who had been through one of the best medical schools in the country, and I had a reasonable regard for my own qualities. It was upsetting at first when professional⁽³⁾ was ignored and my patients insisted on second opinions for the most trivial of conditions, but things became even more difficult when people started to spread malicious⁽⁴⁾ about my private life.

However, I decided that I would not let myself be made⁽⁵⁾ even if there were enough reasons to make anyone feel⁽⁶⁾. I followed my father's cure for all problems – plain old hard work. I got up early every morning,⁽⁷⁾ to my office, and followed my profession. This was in the '30s and the level of poverty was⁽⁸⁾. Children didn't have enough to eat and mothers couldn't feed them. Because I was sympathetic and able to give practical help in some cases, my surgery became a⁽⁹⁾ for women trying to escape from the threat of domestic violence and the trap of poverty and too many children. And ironically, as I⁽¹⁰⁾ the poorest people in the community, the middle class began to think that maybe I had something to offer and started to beat a path to my surgery door.

- | | | | |
|----------------------|------------------|------------------|-----------------------|
| (1) a. an equivalent | b. a counterpart | c. a carbon copy | d. the spitting image |
| (2) a. similar | b. like-minded | c. corresponding | d. matching |
| (3) a. rules | b. regulations | c. etiquette | d. protocol |
| (4) a. scandal | b. reports | c. speculation | d. gossip |
| (5) a. homesick | b. miserable | c. dejected | d. wistful |
| (6) a. inconsolable | b. blue | c. grieving | d. despondent |
| (7) a. dashed | b. sprinted | c. jogged | d. ran |
| (8) a. bleak | b. plaintive | c. mournful | d. heartbreaking |
| (9) a. refuge | b. shield | c. safeguard | d. safe bet |
| (10) a. fixed | b. treated | c. healed | d. operated |

EXERCISE GROUP 2 – TRANSFORMATION

In transformation exercises you need to work out how to use the alternative word you are given correctly.

eg : My doctor has advised me to give
up smoking.

RECOMMENDED

Answer: My doctor has recommended
that I give up smoking.

Exercise 4.5

**Now rewrite these sentences using
the word given underneath.**

- a. Elderly patients often find it difficult to
recuperate from common cold
infections.
SHAKE OFF

- b. The Scud missiles were supplied by an unnamed arms dealer.
PURCHASED

- c. She gave them back the collection of magazines.
RETURNED

- d. The surgeon always operates on Wednesday mornings.
OPERATIONS

- e. Agnes had been living very well ever since her aunt had left her half a
million dollars.
INHERITED

- f. The president's physician was concerned that Mr Coolidge had become
very fat since the election.
WEIGHT

- g. Film producers hit upon the idea that they could keep costs down by
using local people to work in crowd scenes.
OCCURRED

- h. The inquiry decided that the accident was caused by their supervisor.
RESPONSIBLE

recommend /ˌrekəˈmend/ to advise someone to do something, especially when you have special knowledge because of your job or because you have studied a situation closely [v T]

recommend that *Doctors recommend that all children be immunized against polio and tuberculosis.* | **recommend doing sth** *I would always recommend buying a good quality bicycle rather than a cheap one.* | **recommend sth** *The Forsyth Report recommended stricter supervision of the trade in live animals.* | **highly/thoroughly recommend** *I thoroughly recommend that you take out insurance before you travel.* | **strongly recommend** *I strongly recommend that you get your brakes checked before you go on a long drive.*



EXERCISE GROUP 3 – VOCABULARY ANALYSIS**Type A : Alternatives**

In this type of exercise you have to select the word or phrase that is closest to the meaning of the word underlined in the sentence.



Be careful – often the words given as possible answers are very similar!

eg: It was a matter of chance that I should have rented an office in one of the strangest communities in North America.

- a. hired b. chartered c. leased d. borrowed



Look at the text for BORROW 3 in the Activator.

What information does the Activator give you about the kind of thing you can **hire, charter, or lease**? You need a word that can refer to a room or building.

Exercise 4.6

Underline the correct answer above.

**Exercise 4.7**

Now find the best alternative words to replace the underlined words in these sentences.

- The entire royal family was banished from the country immediately after the revolution.
a. deported c. evicted
b. exiled d. extradited
- As a result of the accident he found his leg was about to be amputated – and in despair he appealed to his friends for assistance.
a. chopped off c. cut out
b. cut off d. snipped off
- Bobby put the magazine down and began to move away. He didn't hurry; there was no need.
a. dash b. speed c. accelerate d. rush
- If Mr Ellis had not agreed to coach them after school, the hockey team would never have made it to the finals.
a. educate b. condition c. train d. lecture
- In many ways, this novel, published in 1951, was revolutionary in the way it portrayed the problems of the rural poor.
a. defined b. explained c. analyzed d. described
- An hour before he was due to make the announcement, the President's office sent a message to the news media that there would be a delay.
a. a hold-up b. an interval c. a pause d. a lull
- Please make sure that you arrive at 4.30 sharp.
a. religiously b. strictly c. on time d. on the dot
- This paper represents an overview of research now in progress on the institution of federal government in the United States.
a. an image b. a rundown c. an outline d. a portrait



Type B : Word Meaning

In this type of exercise you have to explain the meaning of words in the passage *in their context*. The Activator can help you understand the different meanings a word can have.

Exercise 4.8

Read the following passage and answer the questions given below.

Why skiers should plough their way through the small print

Only one in four skiers reads the small print of their winter travel insurance policies to make sure it provides adequate cover for their holiday needs, according to a Gallup survey for Abbey National.

The research also shows that nearly half of those who book their skiing trip through a travel agent or tour operator automatically accept the insurance policy offered, believing it is a compulsory element of the holiday booking.

In fact, skiers, who need more specialized cover than that offered by standard travel policies, should be particularly choosy about the policy they buy. It is important to get a copy of the full policy wording to check exactly what is – and is not – covered, and wise to shop around for the best quote.

(*The Guardian*, January 2 1993)

a. If you *plough your way through* something, is this because it is:

1. particularly entertaining?
2. long and boring?
3. probably incorrect?

b. What other word could you use instead of *adequate*?

.....

c. Give two words which mean *not compulsory*.

.....

d. What do people do if they accept something *automatically*?

.....

e. What is a more formal word for *choosy*?

.....

f. What do you do if you *shop around* for something?

.....



Exercise 4.9

Read the following passage and answer the questions given below.

It was as though their two minds had opened and the thoughts were flowing from one into the other through their eyes. "I am with you," O'Brien seemed to be saying to him. "I know precisely what you are feeling. I know all about your contempt, your hatred, your disgust. But don't worry, I am on your side!" And then the flash of intelligence was gone, and O'Brien's face was as inscrutable as everybody else's.

That was all, and he was already uncertain whether it had happened. Such incidents never had any sequel. All that they did was to keep alive in him the belief, or hope, that others besides himself were the enemies of the Party. Perhaps the rumours of vast underground conspiracies were true after all – perhaps the Brotherhood really existed! It was impossible, in spite of the endless arrests and confessions and executions, to be sure that the Brotherhood was not simply a myth. Some days he believed in it, some days not. There was no evidence, only fleeting glimpses that might mean anything or nothing.

(George Orwell, *Nineteen Eighty-four*)

- a. How do you feel about someone if you feel *contempt* for them?

If you feel contempt for someone, you.....

- b. What expression does someone who is *inscrutable* have?

.....

- c. What does the writer mean when he says "Such incidents never had any sequel"?

.....

- d. What is a *conspiracy*?

.....

- e. What is a *myth*? Why does the writer say the Brotherhood might be one?

.....

- f. Explain the meaning of the adjective *fleeting*.

.....



UNIT 5 VOCABULARY DEVELOPMENT

As you get used to working with the Activator, you will want to develop your vocabulary by investigating the wide range of information it contains. The following activities give you practice in doing this.

Finding the best words

INTELLIGENT and STUPID

Exercise 5.1

Use the Activator entries for INTELLIGENT and STUPID/NOT INTELLIGENT to find the best words for the following situations.

- a. You are talking about a friend who has a reputation for being intelligent and knowing a great many facts.
Nabila seems to know everything. She's incredibly
- b. You are writing about a politician who has a reputation for being both intelligent and difficult to deceive.
Joseph Kennedy had the reputation for being remarkably – both in choosing his political friends *and* his political enemies.
- c. You are annoyed with a friend who seems to be deliberately not understanding you.
Oh, come on, Alan, don't be so
- d. You are writing about a child who is finding it very difficult to make progress in school.
It seems that Peter has severe and will need special education during the next few years.
- e. You are talking about an old lady who a lot of people go to for advice.
Ask Mrs Shipton – she always knows what to do. She's very

Finding alternative words or phrases

Exercise 5.2

It is often useful to be able to use alternative phrases or words as a way of adding variety to your writing and speaking.

Find an appropriate *phrase* to replace the underlined words in each of the sentences given below. Write the sentence out again using your phrase.

The first sentence has been done for you as an example.

- a. James Fyfe is the man who borrowed £75 million last year to buy a large department store.
..... James Fyfe is the man who took out a loan of £75 million last year to buy a large department store.....
- b. It is extremely dark down in the cellar.
.....
.....

- c. As someone who hates being in a large group, I was horrified to see that the stadium was very crowded.
.....
.....
- d. Pam is a lovely lady, always very sympathetic and ready to listen to other people's problems.
.....
.....
- e. The committee decided that it would like to thank the orchestra's conductor by arranging a gala concert on his birthday.
.....
.....
- f. Once, when I was driving across Nova Scotia, I was extremely frightened by the sudden appearance of a moose in my car's headlights.
.....
.....
- g. Christine's got a new job. She's very happy about it.
.....
.....
- h. Flight BA 317, with the Belgian prime minister on board, almost struck a stationary plane on the runway at Heathrow yesterday.
.....
.....

What words go with what words?

Exercise 5.3

How quickly can you find things in the Activator? Try doing this quiz in class or with a friend and see who can find the information first.

- 2 a. What sort of things are *plush*?
.....
- b. What kind of things are typically *slow-moving*?
.....
- c. What sort of things might you *rally*?
.....
- d. What sort of place might be described as *sleepy*?
.....
- e. What sort of things might be *misplaced*?
.....
- f. What types of *kit* might you use?
.....

g. What sort of things might be *inexhaustible*?

.....

j. What sort of things might be *punitive*?

.....



What preposition?

Exercise 5.4

Here is another quiz to help you check on prepositions that commonly go with certain words. You will find the answers to these problems in both the definitions and the examples the Activator gives for words that you look up.

- The critics complimented Sir Laurence *on* yet another perfect performance.
- We all decided to dress up old clothes and go to the party as tramps.
- The US and the USSR spied each other throughout the period of the Cold War.
- Peter lost his appetite when he had the flu and just picked his food for weeks.
- Josien brought up several new points, none of which were relevant the argument.
- Our loss of important markets in East Asia unfortunately coincided a serious fall in profits in our main American business.
- I know you're hiding something unpleasant from me, but I want you to be straight me.
- It's a very dangerous area, notorious drug dealing and gang fights.



Increase your word power

Exercise 5.5

a. HIT

Find four ways of hitting a door. Write the verbs you find below:

.....

b. THROW

Use the Activator to find the best words to describe these different ways of throwing things. Write the verbs below each picture. (None of the answers is *throw*!)





c. Use appropriate words for hitting or throwing in the following text. Write your answers in the gaps.

The larger of the two men (HIT)*tapped*.....⁽¹⁾ gently on the door. The smaller man stood beside him holding the shotgun. Nothing happened, no one answered. He (HIT)⁽²⁾ again with a little more force – his hand closed in a fist. In the room, McIlroy stood behind the door, gun raised, holding his breath. Hare stood by the window. After a moment, the small man started to (HIT)⁽³⁾ on the door repeatedly with the handle of the shotgun. As the wood panels began to splinter. Hare lifted one end of the massive Victorian table and (THROW)⁽⁴⁾ it upright so that it stood against the door. McIlroy felt in his pocket for something. It was black and heavy. As the first panel fell into the room he gently, carefully (THROW)⁽⁵⁾ the black, heavy thing into the space and then joined Hare behind the table – holding his hands over his ears. The black heavy thing (HIT)⁽⁶⁾ the wall of the corridor and fell to the floor. The big man and the small man turned to see what had been (THROW)⁽⁷⁾. They had enough time to see that it was a grenade. They had time for nothing else. Orange flames and black smoke lifted them off their feet and (THROW)⁽⁸⁾ them against the broken door...



Finding the right word

Exercise 5.6

Use the clues to complete the crossword puzzle. We have done 1 Across and 2 Down to start you off.

(If you get stuck on one clue, move on to the next; the letters of one answer will help you with others.)

Across

1. The countryside is beautiful in Tuscany – very*picturesque*.....
6. The sink was full to the with dirty dishes.
7. Could you clear that mess for me?
8. This math problem is too difficult – I can't figure the answer.
10. It was very dark and she had to closely at the letter to read it.

11. I hated seeing the animals in cages, so I set them all
12. "Are you sure that rat's dead?" "Certain. Dead as a!"
15. Quick, get your head down! Someone's shooting us!
16. Scientists assured the government that the gases did not pose a to public health.

Down

2. Many women can only get part-time or *temporary* jobs.
3. My sister told my father about me being punished at school – she's so sometimes.
4. "Last night Graham asked me to marry him, so we're now!"
"Congratulations!"
5. I was very excited to be offered a job so soon, and I at the opportunity. I start tomorrow!
9. Mrs Timms moved out of the Brooklyn apartment last week, so now I'm looking for a new
13. Have you got any large envelopes? I've run
14. Everyone now condemns the state's activities during the Stalin

**PRACTICE ACTIVITIES**

These activities have deliberately been kept very general to provide a wide range of ideas for students and teachers. They have been designed with a class of students especially in mind, but will equally offer ideas to the individual working on his or her own at home.

1. Choose an object and write four or five sentences to describe it without mentioning its name. Use the Activator to help you if you get stuck.

eg It grows in hot countries. It weighs about two kilos. It's prickly and very juicy. You cut it into slices and remove the skin before you eat it.

What is it?



Then read out your description to the other people in your class and see who can guess it first.

2. Choose a story that you know well in your own language (for example a fairy story like Cinderella) and tell it in English.
3. First, make up a pair of sentences that have only a slight connection, like the ones below. Then write a story using one as the first sentence and the other as the last.

eg: First: My friend Gretel brought me a large plastic spider the other day.

Last: We swore we'd never play a trick like that on anyone again.

First: I visited my brother in hospital this morning.

Last: You can't really blame the goat for what happened.

4. Write a letter applying for a job, mentioning
 - a. where you saw the post advertised
 - b. your personal details (your name, age, etc)
 - c. your qualifications and experience
 - d. when you could come for an interview

Entries at the Key Words CAN, GOOD AT, JOB/WORK and KNOW STH will help to start you off.

(Remember to set your letter out carefully, giving your address, the date, and the address of the person you are writing to. Begin 'Dear Sir or Madam,' or 'Dear Mr/Mrs Smithers,' and end, 'Yours faithfully/sincerely', as appropriate.)

- 5 The local newspaper has asked its readers for their views about the young people of today. Choose one of the following roles:
 - i) You are an 18 year old.
 - ii) You are a 60 year old.

Write a brief letter to the editor giving your opinion of young people. Do you generally approve or disapprove of them? Think about:

- | | |
|------------------------------|--|
| a. their manners | Are they polite and helpful? |
| b. the way they dress | Are they clean and tidy? |
| c. their habits | Do they smoke/drink/take drugs? |
| d. their attitudes and ideas | Do they respect old people/their parents/other people in general? What do they think about money/having fun/schoolwork, etc? |

You will need to choose the words which are appropriate to your views. Think which Key Words will help you with each idea.

(The Key Words BEHAVE, GOOD/MORAL, HELP, POLITE, RUDE/IMPOLITE, WORK HARD and YOUNG will be useful to start you off. You might like to make a list of useful words before you begin writing, as we did earlier.)

When you have finished, compare the different letters that have been written in your class. Try to identify places where someone's choice of words has helped them to put their ideas across more clearly and strongly.

Exercise 5.7

- a. Each person in the class has five minutes to invent a serious problem in some detail.

eg: someone is making their life a misery in some way
 they are having trouble working with someone in their office
 they are in love with someone who does not even know they exist

The teacher chooses someone to explain their problem to the rest of the class, and the class splits up into pairs or small groups to work out some possible solutions. (The Key Words SUGGEST and ADVISE will be useful for offering advice, and the Key Word SOLVE/DEAL WITH A PROBLEM also has a lot of relevant vocabulary.)

Then the members of each pair or group in turn give the person who has the problem the benefit of their advice. That person should try to find reasons why each piece of advice offered is not the answer to their problem, to make the discussion more lively! (It will help if they can look at the language covered at the Key Words FAIL and NO while the others are working out their advice.)

- b. Write a letter to the problem page of a magazine about your problem. Explain it as clearly as you can, using the Activator to help you.
- c. Then, if you are in class, exchange problem letters with someone and write an answer to them as it would appear in the magazine from the 'agony aunt'.

Exercise 5.8**Debate**

- a. Choose *either* a statement about a topic of interest in your country at the moment *or* one of the suggestions given below.
- b. The class should split into two groups, one to argue in favour of the statement you choose and one against it. (This statement is called 'the motion' in a debate like this.)
- c. Each side has ten or fifteen minutes to work out its arguments and make a note of useful vocabulary from the Activator.
- d. One person is then chosen to make a three minute speech explaining why their side is in favour of the motion, which is answered by a similar speech from the representative of the other side.
- e. Then the debate is opened to all the members of the class, with either the teacher or a class member acting as the chairperson.
- f. After everyone has made their points, one person from each side is chosen to sum up the arguments in two minutes, first in favour of the statement and then against it.
- g. Then a vote can be taken, with everyone allowed to vote according to their true beliefs rather than as part of their group!

Possible topics

Using animals in scientific experiments is wrong.

Women should be allowed to do all the same jobs as men.

Old people should always be looked after by their families.

The use of private cars should be restricted to protect the environment.

Everything in an English language classroom should be in English.

ANSWER KEY

INTRODUCTION

1. b. HOT TASTE 1
c. UNFRIENDLY 1
d. DIFFICULT 9
e. PARTY 5
f. KEEP SB IN A PLACE 4
g. DIFFICULT 5
h. NEW 3
i. LOT/A LARGE NUMBER OR AMOUNT 2
j. AGAINST/OPPOSE 1
2. b. 3 c. 5 d. 8 e. 4 f. 13
3. section 7
4. stifling or stifling hot
5. merge
6. SYMPATHIZE
7. a. UPSET b. SAD/UNHAPPY
c. SAD/UNHAPPY d. UPSET
8. b. 3 c. 7 d. 13 e. 8
9. b. 10, 11 c. 9 d. 7 e. 13 f. 8 g. 5, 6 h. 12
10. a. depressed
My cousin's been very depressed recently.
b. dismal
His apartment's really dismal — it would get anyone down!
c. heartbreaking
Did you see the report about Bosnia yesterday? It was really heartbreaking.
d. wallow in
Jim's been a real pain since he split up with his girlfriend; he spends his days just wallowing in self-pity.
e. cheer up
Come on, Jim, cheer up!
f. miserable
Maria always seems to be miserable.
g. inconsolable
Mrs Anderson has been inconsolable since her son was killed.
h. gloom
At half-time the dressing-room was filled with gloom.

11.	a.	b.	c.	d.	e.
Key Word	REPAIR	SHOP/ STORE	LINE	TURN	PRACTISE/ PRACTICE
Section chosen	2	3	9	3	2
Word chosen	restore	kiosk	striped	swerve	rehearse
Answer	restored kiosk	striped or stripy (British)	swerve	rehearsed	

UNIT 1 CHOOSING THE RIGHT WORD

- 1.1 a. stride b. stroll c. tiptoe
- 1.2 a. chipped b. broken c. cracked

- 1.3 b. cracked c. not working (broken/bust/busted are possible, though less likely.) d. broken-down e. down f. out of order or not working
- 1.4 b. strolling (WALK 3)
c. marched (WALK 2)
d. trudged or plodded (WALK 4)
e. hobbled or limped (WALK 5)
f. staggered or lurched (WALK 6)
g. shuffled or shambled (WALK 5)
h. on foot (WALK 1)
i. traipse (WALK 4)
j. pacing (WALK 2)
- 1.5 a. 1. chubby or plump (FAT 4)
2. plump (FAT 4) or portly or overweight (FAT 1)
3. fat (FAT 1) or obese (FAT 2)
b. 2. overweight (FAT 1)
3. dumpy (FAT 3)
4. plump (FAT 4)
5. hefty (FAT 1)
6. obesity (FAT 2)
7. fat (FAT 1) or stout (FAT 3) or tubby (FAT 4)
8. podgy or pudgy or chubby or plump (FAT 5)

1.6 a.

Helpful/Not Damaging	Damaging
slender	emaciated
slim	scrawny
teenager	skinny
young woman	adolescent
petite	squirt
tiny	brash
confident	strong-willed
self-assured	ruthless
determined	boisterous
single-minded	hyperactive
strong-willed	conceited
dynamic	bigheaded
energetic	vain
	stuck-up

- b. Sample interview with Miss Sophie Stardust
Interviewer: Now let me ask you, Miss Stardust, what were your first impressions of Laura Charisma?
Sophie: Well, I first met her at a party in New York last year. I thought she was charming, a slim dynamic young woman - I was surprised how tiny she was.
Interviewer: She has been criticized for being conceited. What do you think?
Sophie: She's definitely not conceited, but she is very self-assured. When you're successful people will always have a go at you about something.
Interviewer: So you don't agree, either, that she is ruthless and tramples on people who get in her way?
Sophie: It's rubbish. Of course you have to be firm with people in this business, or you get trampled on yourself. Laura is a very determined, strong-minded person, that's all.

Interviewer: And finally, Miss Stardust, where do you see Laura Charisma in five years' time?

Sophie: Right at the top. She's confident and energetic, and above all, extremely talented.

Interviewer: Well, thank you very much, Miss Stardust.

Sample interview with Miss Sophie Sourgrapes

Interviewer: Now let me ask you, Miss Sourgrapes, what were your first impressions of Laura Charisma?

Sophie: Well, I first met her at a party in New York last year. I thought she was weird, an emaciated, hyperactive adolescent.

Interviewer: That seems rather a harsh judgement, doesn't it? She's only sixteen, after all.

Sophie: Yes, and she's got a lot to learn. She's so brash and bigheaded she's upset everyone in the profession already.

Interviewer: But you have to be very confident and single-minded in the music business.

Sophie: Laura Charisma is not just single-minded, she's completely ruthless. I can't stand her.

Interviewer: And yet she's been picked to represent us in the Eurowide Song Contest this year.

Sophie: We always lose, and this year I think that's guaranteed!

Interviewer: Well, thank you very much, Miss Sourgrapes.

1.7 STALE: sandwiches SOUR: cream RANCID: lard
sponge cake milk fat
walnut cookies olive oil
doughnuts margarine

1.8 a. damp

b. DAMP: gloves MOIST: soil CLAMMY: handshake
skin skin skin
grass chocolate cake palms
walls palms

1.9 a. provisional b. makeshift c. interim d. stopgap

1.10 (1) went wrong

(2) cut out

(3) broken down

(4) crashed

(5) packed up

1.11 1. b. come on-stream

2. d. runs

3. c. in working order

4. c. runs on

5. d. operational

1.12 X meat, eggs, spaghetti

✓ cheese, carrots, Parmesan, coconut

1.13 a. a machine, a light, or a piece of electrical equipment

b. a light, a kettle, a radio, a TV, a heater, a gas fire, etc

c. an alarm, a siren, etc

d. a light, a lamp

e. a clock, a toy, or any other machine that does not have a power supply

f. a car, an engine, a motor

g. a piece of equipment that is attached to a power supply

1.14. When Patrick came in, he set the burglar alarm off. He switched it off/turned it off and put on/switched on/turned on the light and the electric fire. He went into the kitchen and turned the water/the water supply back on. He turned on the tap and put the kettle on. Then he went through to the living room and put on/switched on/turned on the TV.

(The phrasal verbs in this exercise can all be split according to the usual rules (which you will find more about in Unit 2), so your answer may vary slightly from this one.)

1.15 ✓ a happy childhood, schooldays, a skiing holiday
X paying the rent, an operation, being mugged
Some people might reminisce about life in prison, but it is not very likely!

1.16 a. a road, a river, etc

b. something such as a vehicle, ship, or plane

c. something such as a bird or aircraft

1.17 a. My government would like to take this opportunity to send/offer/extend its sincere condolences to the people of your country on this sad occasion.

b. I was so sorry to hear of the death of your father.

(This is less formal than "I would like to offer my sympathy to you, etc", and therefore better for a close friend.)

c. Bad luck about the driving test!

1.18 a. I am writing to express my thanks/gratitude for the help you gave my father after his accident last week.

b. I would/should like to thank my colleague Jenny Irons for all her advice.

or, formally

The author of this book wishes to acknowledge the valuable contribution of Dr J Irons, who

c. I felt I would like to show my appreciation of all your kind help in some way, so I am sending this small present and a big thank-you!

ACTIVITY I

b. carve (CUT 5)

c. press (SQUASH 1)

d. grate (CUT 6)

e. mince (British) or grind (American) (CUT 6)

f. grind (SQUASH 1)

g. chop (CUT 6)

h. shred (CUT 6)

ACTIVITY II

In the latest (NEW 3) book in the Anna Temple series, we find the fearless (BRAVE 3) schoolgirl detective Anna Temple taking part in (TAKE PART/BE INVOLVED WITH 1) yet another murder mystery. A corpse (BODY 4) has been discovered in the library at Cholmondely Grange. The victim has been strangled (BREATHE 10) with his own bootlaces. The police have been brought in to investigate (INVESTIGATE 1) the crime, but Anna Temple beats them to it yet again! This nailbiting (EXCITED 6) story will keep you on tenterhooks (EXCITED 3) until the very last moment and will not fail to satisfy the most discriminating (TASTE IN CLOTHES, MUSIC ETC 3) reader.

UNIT 2 USING WORDS CORRECTLY

- 2.1 Many old people are relying on the government to help them with their fuel bills this winter.
Many old people are relying on the government for their help with their fuel bills this winter.
- 2.2 b. He couldn't deter Jake from going ahead with the expedition. (PERSUADE 12)
c. We failed to get the contract. (FAIL 1)
d. The doctor said it was dangerous, but she persisted in smoking. (CONTINUE/NOT STOP 2)
e. ✓ This sentence is correct. (EXPLAIN 3)
f. The police officer signalled us to stop. (SIGN/GESTURE 2)
g. He fully expected to be dismissed. (EXPECT 1)
h. This new drug represents a significant advance in the fight against this disease. (BE 1)
i. The police accused him of murdering the girl. (ACCUSE 1)
- 2.3 Many guests complained about the hotel, and said that there was absolutely no relationship between the holiday brochure and the conditions there.
- 2.4 a. exchanged it for (EXCHANGE 1)
b. bored with (BORING 7)
c. convinced them of (PERSUADE 6)
d. emphasis on (EMPHASIZE 3)
e. gloating over (ENJOY/LIKE DOING STH 4 and HAPPY 6)
f. tested on (EXAM/TEST 4)
g. comprehensible to (UNDERSTAND 10)
h. knowledge of (KNOW STH 13)
- 2.5 b. get it back (GET 10)
c. let him in (ENTER 8)
d. dealing in them (SELL 5)
e. allowed for them (PREPARE 3)
f. pick you up (TAKE/BRING 3)
g. polished it off (EAT 6)
h. put up with them (STAND/BEAR 1)
- 2.6 a. I have no intention of applying for the job. (INTEND 2)
b. Ronald Biggs managed to break out of prison. (ESCAPE 3)
c. He is fond of telling other people what to do. (ENJOY/LIKE DOING STH 1)
d. She read the message several times, then tore it up. (TEAR 2)
e. That colour really suits you. (SUIT/LOOK GOOD TOGETHER 1)
f. There seems to have been a misunderstanding. (SEEM 1)
g. The workers will not go on strike for fear of further job losses. (FRIGHTENED 2)
h. She wandered round the exhibition, glass in hand. (HOLD 1)
- 2.7 a. doing (WASH 7)
b. made (MISTAKE 1, 4)
c. have (WASH 1)
d. do (DO 1 and JOB/TASK 1)
e. having or holding or giving or throwing (PARTY 4)

- f. perform or conduct or carry out (CURE 4 and DO 1)
g. made or arrived at or reached or came to (DECIDE 2)
h. committed (DO 6 and KILL 2)
i. giving (CLASS/LESSON 1 and DO 1)
j. made or did (COUNT/CALCULATE 9 and DO 1)
- 2.8 All my children have healthy or good appetites.
- 2.9 b. a violent or deep hatred (HATE 3)
c. a very serious problem (PROBLEM 1)
d. a sudden sharp or stabbing pain (PAIN 1)
e. bitter controversy (DISAGREE 6)
f. deep concern (WORRIED 6)
g. severe or fierce criticism (CRITICIZE 6)
h. a sudden irresistible urge (WANT 9)
- 2.10 b. I am deeply/keenly interested (INTERESTED 2)
c. They were bitterly disappointed (DISAPPOINTED 1)
d. The President greatly admires ... (ADMIRE 1)
e. Keeping pets in college rooms is strictly forbidden. (FORBID 4)
f. "Yes, I'm absolutely positive." (SURE 1)
g. I don't think Phil has fully recovered ... (RECOVER/GET BETTER 1)
h. She was obviously desperately unhappy. (SAD/UNHAPPY 1)
- 2.11 a.
- | | enjoy | approve | disapprove | disagree | recommend | regret |
|------------|-------|---------|------------|----------|-----------|--------|
| highly | | | | | ✓ | |
| deeply | | | | | | ✓ |
| thoroughly | ✓ | ✓ | ✓ | ✓ | | |
| immensely | ✓ | | | | | |
| strongly | | | ✓ | ✓ | ✓ | |
| bitterly | | | | | | ✓ |
- b.
- | | crime | criticism | damage | illness | problem | punishment |
|---------|-------|-----------|--------|---------|---------|------------|
| severe | | ✓ | ✓ | | | ✓ |
| harsh | | ✓ | | | | ✓ |
| serious | ✓ | | ✓ | ✓ | ✓ | |
- 2.12 She was a good player in her day, but now she's definitely: past it.
: over the hill.
: a bit long in the tooth.
- 2.13 b. The decisions about the future of the nuclear industry are being made behind closed doors. (SECRET 6)
c. After hours of washing and scrubbing, the kitchen was spotlessly clean or spick and span. (CLEAN 1)
d. Research into the new vaccine is making great strides, and it should be ready early next year. (PROGRESS 2)
e. I'm bored to tears or I'm bored stiff or I'm bored out of my mind with working in this office. (BORING 7)
f. I'm not going to tell your children – that's down to you. (RESPONSIBLE 2)
g. He was furious when she said he'd never make a good teacher and swore to make her eat her words. (ADMIT 4)

- h. You've obviously got something important to tell me, so stop beating about the bush (British)/beating around the bush (American) and get to the point! (AVOID 5)

REVIEW ACTIVITY

If we go for a stroll in a park we are likely to or we will probably (1) see people running, jogging and doing (2) exercises there. You also often hear or overhear (3) people talking (4) about diet and sport in the office, at the bus stop and in the supermarket. There is a sort of general obsession with/about or fascination for/with (5) these two subjects. Everybody is trying to be (6) fit, athletic, slim and, therefore, healthy.

- (1) PROBABLY 1
- (2) EXERCISE 4
- (3) HEAR 1
- (4) TALK TO SB 1
- (5) OBSESSION 1
- (6) TRY TO DO OR GET STH 1

UNIT 3 WRITING

3.1 a. section 4

All of the words in section 4 could be used, except artistic.

- b. Pia is wearing a gorgeous new creation by Giorgio Feriman: a beautiful ball gown in exquisite rainbow colours. It is worn here with a stunning diamond necklace and elegant full-length gloves.

3.2 a. section 5

KEY WORD	SECTION(S)	WORD(S) CHOSEN
old-fashioned	5	quaint, old-time
small	1	compact
cheap	6	be good value, be a good buy, be a bargain
interesting	5	unusual, have character
near	1, 4	Most of these words could be used.
comfortable	2	comfortable, cozy, snug

b. Brooklyn area

This is a delightful compact furnished apartment in a very popular area of Brooklyn. It has three rooms. The kitchen and bathroom have some unusual old-time equipment and fittings that lend them a great deal of character, and the wonderfully snug bedroom has most attractive curtains and wallpaper which will suit any taste.

The apartment is within easy walking distance of the railroad station and local stores. Being so compact, it is very economical to run. All in all, a fine buy for any young professional person, and a bargain at \$90,000.

- 3.3 (1) put me up (STAY WITH SB, IN A HOTEL ETC 5)
 (2) arranged (ARRANGE A MEETING, EVENT ETC 1)
 (3) reserved or booked (BUY 4)
 (4) tips or advice (ADVISE 5)
 (5) processed (DEAL WITH 2)
 (6) regulations (RULE/REGULATION 1)
 (7) hire (British) or rent (American) (BORROW 3)
 (8) depend on or rely on (NEED 3)
 (9) recommend or suggest (SUGGEST 1)
 (10) can't wait or am dying (WANT 4)

- 3.4. a. (1) travelled (TRAVEL 1)
 (2) were allowed to (LET/ALLOW 1)
 (3) found (FIND 3)
 (4) lived (LIVE SOMEWHERE 1)
 (5) strict (STRICT 4)
 (6) finish (FINISH DOING STH 1)
 (7) set up or start up (START STH/MAKE STH START 3)
 b. (1) consisted of (CONSIST OF/BE MADE OF 1)
 (2) spoiled or spoilt ✓ (BAD PERSON 5)
 (3) memory ✓ (REMEMBER 5)
 (4) of (REMEMBER 5)
 (5) remember vividly (REMEMBER 4)
 (6) took it off or tore it off (TAKE OFF CLOTHES 1)
 (7) refused to wear (REFUSE 1)
 (8) own or have (HAVE 1, OWN 1)
 (9) specializes in (KNOW STH 4)

UNIT 4 PREPARING FOR AN EXAMINATION

4.1 c. refreshments

4.2 1. b. cool (COLD 1)

2. c. corpse (BODY 4)
3. c. prune (CUT 8)
4. a. repaired (REPAIR 1)
5. a. mob (CROWD 2)
6. c. pick (CHOOSE 1)
7. d. exchange (ARGUE 5)
8. c. corroding (DECAY 5)

4.3 (1) d. fad (FASHIONABLE 6)

- (2) b. nature (CHARACTER OF STH 1)
- (3) c. prepared (MAKE 6)
- (4) a. insure (CERTAINLY/DEFINITELY 4)
- (5) b. preserved (KEEP/STORE 1)
- (6) c. exploited (USE STH 2)
- (7) c. cuisine (COOK 7)
- (8) a. range (VARIOUS/OFF DIFFERENT KINDS 5)

4.4 (1) c. a carbon copy (SAME 2)

- (2) b. like-minded (SAME 10)
- (3) c. etiquette (RULE/REGULATION 2)
- (4) d. gossip (RUMOUR/RUMOR 1)
- (5) b. miserable (SAD/UNHAPPY 1)
- (6) d. despondent (SAD/UNHAPPY 2)
- (7) c. jogged (RUN 2)
- (8) d. heartbreaking (SAD/UNHAPPY 9)
- (9) a. refuge (SAFE 5)
- (10) b. treated (CURE 2)

4.5 a. Elderly patients often find it difficult to shake off common cold infections. (RECOVER/GET BETTER 1)

- b. The SCUD missiles were purchased from an unnamed arms dealer. (BUY 1)
- c. She returned the collection of magazines to them. (GIVE 11)
- d. The surgeon always performs or conducts or carries out operations on Wednesday mornings. (CURE 4)
- e. Agnes had been living very well since she had inherited half a million dollars from her aunt. (GET 3)

- f. The president's physician was concerned that Mr Coolidge had put on a lot of weight since the election. (FAT 7)
- g. It occurred to film producers that they could keep costs down by using local people to work in crowd scenes. (REALIZE 1 and THINK STH/HAVE A THOUGHT 1)
- h. The inquiry decided that their supervisor was responsible for the accident. (CAUSE 1 and FAULT/BE SB'S FAULT 1)
- 4.6 c. leased
- 4.7 1. b. exiled (LEAVE YOUR HOME/COUNTRY 5)
2. b. cut off (CUT 4)
3. d. rush (HURRY 1)
4. c. train (TEACH 1)
5. d. described (DESCRIBE 2)
6. a. a hold-up (DELAY 3)
7. d. on the dot (EXACT 3 and ON TIME 1)
8. c. an outline (SUMMARIZE 2)
- 4.8 a. 2. long and boring (READ 5)
b. enough or sufficient (ENOUGH 1)
c. optional and voluntary (MUST 8)
d. They accept it without thinking about it. (THINK ABOUT 9)
e. selective (CHOOSE 9)
f. If you 'shop around' for something, you go to several different shops comparing its price before deciding where to buy it. (BUY 5)
- or
- 'shop around' for something you look at or try several different possibilities before choosing one, so that you choose the best or cheapest one. (CHOOSE 9)
- 4.9 a. If you feel contempt for someone, you hate them because you think they are worthless, unimportant, or not worth considering. (HATE 3)
b. Someone who is 'inscrutable' shows no emotion or reaction in their face, so it is impossible to guess what they are thinking or feeling. (EXPRESSION ON SB'S FACE 3)
c. The writer means that nothing ever happened after such incidents. (AFTER 5)
d. A conspiracy is a secret plan by two or more people to do something bad, harmful, or illegal. (PLAN 6)
e. A myth is something that you/a lot of people believe because you/they want to believe it, and not because it is based on fact. (BELIEVE 15)
The writer says the Brotherhood might be a myth because he has no evidence of its existence.
f. 'Fleeting' means 'lasting only a very short time'. (SHORT TIME 3)
- (INTELLIGENT 4)
- c. Oh, come on, Alan, don't be so obtuse! (STUPID/NOT INTELLIGENT 1)
- d. It seems that Peter has severe learning difficulties and will need special education during the next few years. (STUPID/NOT INTELLIGENT 2)
- e. Ask Mrs Shipton – she always knows what to do. She's very wise. (INTELLIGENT 6)
- 5.2 b. It is pitch dark or pitch black down in the cellar. (DARK 1)
- c. As someone who hates being in a large group, I was horrified to see that the stadium was swarming with people. (CROWD 6)
- d. Pam is a lovely lady, always very sympathetic and ready to lend an ear to other people's problems. (LISTEN 1)
- e. The committee decided that it would like to show its appreciation to the orchestra's conductor by arranging a gala concert on his birthday. (THANK 1)
- f. Once when I was driving across Nova Scotia, I was scared stiff or scared out of my wits or scared to death by the sudden appearance of a moose in my car's headlights. (FRIGHTENED 1)
- g. Christine's got a new job. She's over the moon about it. (HAPPY 5)
- h. Flight BA 317, with the Belgian prime minister on board very nearly struck or came close to striking or came near to striking or came within inches of striking a stationary plane on the runway at Heathrow yesterday. (ALMOST 3)
- 5.3 a. a hotel, an office, an apartment etc (EXPENSIVE 3)
b. traffic, a crowd, water etc (SLOW 1)
c. support, opposition (UNITE 5)
d. a small town or village (BUSY PLACE 4 and PEACEFUL 1)
e. trust, loyalty, admiration, concern etc (WRONG/INCORRECT 2)
f. a sewing kit, a repair kit, a shaving kit, a first aid kit etc (EQUIPMENT 1)
g. a supply, a source, a list etc (FINISH/USE ALL OF STH 4)
h. a claim, an allegation etc (PROVE 2)
- 5.4 b. dress up in (PUT ON CLOTHES 1)
c. spied on (SPY 1)
d. picked at (EAT 8)
e. relevant to (CONNECTED WITH 5)
f. coincided with (TIME/AT THE SAME TIME 3)
g. straight with (HONEST 2)
h. notorious for (FAMOUS 5)
- 5.5 a. You could knock on or tap on or rap on or hammer on a door. (HIT 7)
b. 1. heave
2. hurl or fling
3. bowl
4. toss

UNIT 5 VOCABULARY DEVELOPMENT

- 5.1 a. Nabila seems to know everything. She's incredibly brainy. (INTELLIGENT 1) (clever or smart are possible, though less likely.)
b. Joseph Kennedy had the reputation for being remarkably astute or shrewd – both in choosing his political friends and his political enemies.

7. (1) tapped or knocked (HIT 4)
(2) knocked or tapped or rapped (HIT 4)
(3) hammer (HIT 4)
(4) heaved (THROW 3)
(5) tossed (THROW 2)
(6) bounced off (HIT/BUMP INTO 4)
(7) thrown (THROW 1)
(8) threw (THROW 1) or hurled (THROW 3) or catapulted (THROW 9)

5.7

Across

6. brim (FULL 1)
7. up (TIDY 2)
8. out (COUNT/CALCULATE 2)
10. peer (LOOK AT 6)
11. free (FREE/NOT IN PRISON 2)
12. doornail (DEAD 1)
15. at (SHOOT 1)
16. threat (DANGEROUS 2)

Down

3. spiteful (CRUEL 4)
4. engaged (MARRY 5)
5. jumped (ACCEPT 2 and CHANCE/OPPORTUNITY 4)
9. tenant (LIVE SOMEWHERE 9)
13. out (FINISH/USE ALL OF STH 1)
14. era (PERIOD OF TIME 2)
PRACTICE ACTIVITIES
1. A pineapple

Longman Group UK Ltd,
Longman House, Burnt Mill, Harlow,
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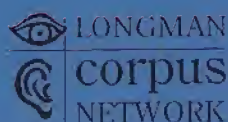
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Susan Maingay

Susan Maingay has worked as a lecturer, teacher trainer, materials writer and consultant in France, Thailand, Hong Kong, Mexico and China. Apart from many articles on aspects of English language teaching, she wrote *Making Sense of Reading*. She was Editorial Director in Longman ELT Dictionaries until 1990, and is currently Projects Director for the British Council in Lithuania, Latvia and Estonia.

Chris Tribble

Chris Tribble wrote the Longman Writing Skills series with Andy Hopkins and has written a forthcoming book on Advanced Writing for Longman. He has been a teacher, lecturer and teacher trainer in France, China and the UK – with students in primary, secondary, higher and adult education, and is currently English Language Teaching Consultant for the British Council in Lithuania, Latvia and Estonia.



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